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Courtesy Museum of Fine Arts, Boston

"THE KNITTING LESSON"

From a Painting by JEAN FRANÇOIS MILLET

FOLLOWING THE RESOLUTIONS

• The President's Message for January



Has your association read the resolutions of the last National Convention? They should be a part of your program. I wish to call to your special attention the following:

"To meet the problems confronting unemployed boys and girls, we suggest cooperation with other agencies interested in youth in a concerted effort to develop for them community programs of wholesome and diverse activities. Such programs should include special, postgraduate, or vocational courses in the public schools, and extension work in colleges and universities. They should also include diversified recreational features, with schools, playgrounds, community centers, and churches opening their plants for longer hours and more varied uses. We suggest that these activities may be carried on with little expense through the use of carefully selected persons from among the unemployed on a work-relief basis."

"We recognize that the problem of the wandering boy and girl is of serious national import. We urge, therefore, participation in city, county, and state planning for more effective ways to meet the problem. We suggest that such planning must include, first, prevention, which aims to keep young people from taking to the road, by making conditions more tolerable at home; and second, protection, which seeks to provide for the wanderer food and shelter of decent standards, advisory aid by experienced workers, and training or work projects to eliminate the present policy of endlessly passing on the young transient and to provide a place in which he may find refuge from the physical and moral hazards of itinerant life."

These two resolutions require our immediate attention. Start some plan at once in your association to help the conditions at which they are aimed. We must, once our attention is called to these conditions, move to assist youth. Start something, keep it moving along, and send in the report of your project and its success to the National Office. It is a great opportunity for your local to do a big piece of work; it is a splendid council project; it can be made state-wide. Start it.

Minnie B. Bradford

President, National Congress of Parents and Teachers.



MENTAL HYGIENE AND EDUCATION

pose of education? It is to help the adjustment of the child to his environment. Education thus has two parts.

The first is to learn the nature of the world in its *physical* aspects. The second is to learn the nature of the *social* world. One part of education is a rather mechanical process: the passive learning of facts. The other is a dynamic, adaptive process: an active learning to live.

The factual aspect has, of course, been emphasized chiefly by teachers and many parents. It consists in the acquisition of facts and the pouring in of formulas, rules, and dates. This type of education is tested by examination. It is a measure of receptivity and the capacity to store facts. If we say 1815, the child is supposed to say Napoleon. If we speak of the Pilgrims, the child should think of 1620. Often those receiving high marks in education number one do not turn out to be most successful in life; their marks in this branch of education would not be so high were marks given. Education as social adaptation has been more recently emphasized by educators. Its appreciation is attested by the work of special teachers, counselors, and parent-teacher associations in our school organizations.

Success and happiness in this world depend much more on wisdom and a good mark in education as social adaptation than on knowledge. They rest on a capacity to work with human nature as it is, on a practical intuitive working basis of psychology, rather than on a textbook knowledge of academic psychology. Success and hap-

piness depend on a practical knowledge of human nature - a knowledge of how people think, feel, and act. To win them one must develop a courage to tackle things that look discouraging and an ability to get up when knocked down. It does no good to get a mark of 80 in education number one, and a mark of 40 in education number Success is not an arithmetical sum of the two. Childhood geniuses are often feeble-minded when it comes to this second aspect of education. They are often queer, unsociable, and timid. What happens to them? I have no statistics but I am inclined to think many of them break early when they meet the storms and stresses of life. Some of the greatest of men have not been especially bright at study in school this certainly holds for one of the greatest heroes of the human race, namely, Pasteur. A great surgeon was advised to study plumbing, because it was thought he would never be able to learn anatomy. No doubt some modern counselors would have told Demosthenes to give up oratory.

WHAT has all this to do with parents, teachers, and the community? A great deal. In the first place, education that only educates half of man is not education.

Our world today is a rather glaring question mark as to whether that half of education which has received most emphasis is not going to turn out to have been a rather poor product. Where were our economists when this depression was laying its foundations? They are even now doubtful about its foundations. Where were our statisticians and their predictions? Where were our historians to tell us what hap-

An Explanation of the Meaning of Mental Hygiene and of How Good Mental Health May Be Achieved in Home and School

By KENNETH E. APPEL, M.D.

pens after war? As to social adaptation, what can we boast of? Is education in this direction a glowing success? In international relationships, which are certainly processes of social adaptation, was there ever a time when there was so much nationalism, antagonism, and such danger to world peace? Not long ago I returned from Europe. The tension there was greater, I believe, than before 1914. There was the feeling that another war must come to straighten things out. And it is a question whether it will not lay things out so straight that western civilization will lie like a corpse. It seems as though we sometimes act as if we were borne on a wave of progress that would carry us along no matter how careless we were. Yet, where are Persia, Greece, and Rome?

In social relationships was there ever a time when the earth contained so many possibilities for sustenance and happiness -when science could tell so much of how to make the acres yield and factories produce? Yet, in our midst was there ever so much misery, economic anguish, and fear as to the possibility of the failure of bare subsistence? And is not much of this related to the thoughtlessness and perhaps selfishness that leads one person to acquire so much more than he needs while his neighbors have not enough? Internationally we thank the Lord that we are not as our neighbors - in national resources and color of skin. Is the true greatness of a nation its national resources or its level of culture?

Then, let us think of our deviations from the standards of normal conduct. Was there ever a time when we had so many criminals and so many neurotics in our midst? Those with criminal tendencies for the most part are working to disrupt social organization. Neurotics

shrink from social cooperation. Both are liabilities to any civilization and both are products of our education in its broadest sense.

My profession has much to do with criminal inclinations and neurotic tendencies. Both are revolts from the status quo. One is aggressive; the other is withdrawing. I do not believe that criminality is always hereditary. I believe the majority of people suffering from neuroses have acquired their condition. I believe criminals and neurotics are made (not by their own responsibility), not born, in most instances. They are problems in education—just as international antagonisms are, and as socially callous consciences are, which accumulate luxuries while others starve.

They all show that our social adjustments—our training for social adaptation
—are woefully inadequate. That is an educational problem and one of mental hygiene. It is educational not in the sense
of learning something from textbooks, but
in the sense of acquiring (even without our
being conscious of it) the ability to live
with our fellow human beings—not on
terms of sentimental altruism, but on terms
of healthy competition, friendly rivalry,
and inspiring stimulation. And that is
mental hygiene.

Education as social adaptation is the most practical and valuable kind of mental hygiene. Education should give us the spirit that we may find work, trade, commerce with one another an interesting and pleasant activity. It should help us to find the creations of our fellow men useful and enjoyable. We should learn to find satisfaction and joy in making things that others find useful, sometimes beautiful, and enjoyable. It should develop us so that our presence in social groups is something that is welcomed for its warmth and cheer and wholesomeness. Education should teach us that our enjoyments should not always be private procedures but activities that others can share and appreciate. Our lives must not be always individually oriented. Activity that is found to be helpful and satisfying to the group - to society - we must learn to find satisfying for ourselves. Our attitudes should not always be those of taking, but of giving, too, that our giving may balance our taking. We must learn to direct our aggression and hate against common enemies of humanity - disease, disaster, distress, man's cruelty to man. Rivalry and jealousy must be used to produce something socially constructive, not to crush a fellow man. Education should give us enough of a sense of guilt to control our unsocial instincts, and not too much - so that a normal amount of aggression is inhibited. We must develop the ability to use leisure and not be bored with it and become depressed.

I take it that all this is the meaning of constructive and happy social life. And education should have this as its aim. This is mental hygiene. The most important part of education is in having children acquire some of these attitudes and habits. Some of the people who have had these sterling qualities of life could have obtained no Ph.D. We need Ph.D.'s to create and make over the world. These are the attitudes that make for successful and happy living and give one strength to meet failure, disappointment, renunciation—all bulwarks against mental and nervous break-

downs. We need the scientific, economic, political, and mathematical geniuses. We can welcome the true genius even if he is queer, and tolerate him, provided he produces, and his assets outweigh his liabilities. In this connection I think of the contrast between teachers and investigators in schools and colleges. Fine teachers, rounded, helpful personalities, often cannot get promoted in colleges as do research men. Yet I have known humble servants whose educational influence from the social adaptation point of view was better than that of some university instructors.

Where do children get their social attitudes, their attitudes and behavior toward their fellow men? In their homes. First and foremost from their parents, then from their brothers and sisters and nurses. Only later do teachers, educators, ministers, friends, doctors enter into the development of social attitudes. The infant enjoys a power and importance in its home that in its way is never again equalled. The cry is the magic gesture that for a time hastily brings the tender ministrations of a loving father and mother. The adult neurotic patient in an unconscious way is often seeking the ever-present care and ministration on the part of someone, that someone being merely the substitute for the loving parent. The neurotic dominates his environment



Silhouettes by Helen Hatch

THE NATIONAL PARENT-TEACHER MAGAZINE

not usually by words but more often by irritability, crises of emotion, or gestures that are the remains of the old crying. However, the muscle activity here does not remain limited to that of the face and voice, but spreads to the throat, esophagus, stomach, intestines, heart, etc. Or the domination may be by a refined martyrdom or tyrannical gentleness. The job of parents is to wean the child not only from the desire for the breast but also from this hunger for power and domination, and gratification from physical affection and intimate ministrations.

The child must learn to deny and renounce for the sake of the pleasure it enjoys in winning the approval of its parents whom it loves. Life consists of renunciations that we must make in order to enjoy the sociability of friends and the esteem of our contemporaries and superiors. Sacrifices of individual desires and interests are the prices we must pay for the joy of gratifying social relationships. Thus social life demands a generous amount of vielding and subordination of our interests and desires to the wishes of others. This the child first learns to do for those it loves, namely, its parents. Parents are thus the first bridge toward social life. The child will submit to denial, for love; but if there is no love in return, he will not deny himself. Every renunciation must have its compen-



sation—this is an excellent rule for parents and all who have to do with the guidance of children.

Let us think of a few of the impulses the child has to give up, modify, or transform, in the course of its development: power and domination must become deference and submission; possessiveness must become in part concession and surrender; curiosity and showing off must develop in part into restraint, modesty, shame; interest in dirty things and bodily processes must be partially covered and somewhat transformed into propriety, disgust, loathing; hate and antagonism must be modified into love and cooperation; aggression and cruelty must be tempered and converted into pity and sympathy.

These are miraculous transmutations we expect a child to make - and some never make them. They must be made, of course, at a price. Parents, teachers, society must see that this substitution is rewarded and made worth while. It is one of the most difficult procedures and perhaps the most important one of education. We can see, if the adult's job is one of winning an ally, it is a hard job. It is really almost a process of fascinating or enchanting a child to adopt a type of behavior which to him looks cold and nonsensical. He must be shown by the adult that it is worth while. He must feel it - feel it in his body and mind, so that it becomes a gratifying habit. The adult must to some extent be a model worth imitating and his life must be a living demonstration that this sort of transformation or substitution brings increased happiness and greater joy. It is clear, therefore, how so much of what is taken to be education in the home - influences at work to effect this transformation - must necessarily fall short of this goal. Force, punishment, tyranny, anger, shame, humiliation, threats, fear! How foreign these are to the procedures we have mentioned:

Winning approval
Inducing behavior
Enticing the child to adopt certain habits
Affording an inspiring example
Eliciting a course of conduct
It is not what adults say so much as what

they do that influences children. The habits adults exhibit in their daily lives are more potent arguments than most of the lectures parents give children. Yet punishment, anger, shame, threats are the most ready methods of dealing with difficulties in children, and by the nature of things they often fail. A report on a large number of criminal careers studied in detail shows that 80 per cent did not change their conduct.

Unfortunately, teachers and counselors often suffer not for their own sins but for the sins of parents. Often a child will show insolence, hostility, anger, and threatening attitudes toward teachers where the latter have been kindness itself to them, though it seems that inborn wickedness can alone account for such behavior. Finding that generosity is returned by ingratitude and savagery, the teacher feels impelled to retaliate with primitive methods of dealing with difficulties, i.e., he feels like regressing to the savage self in all of us, of giving an eve for an eve and a tooth for a tooth. This is bound to fail in most cases, for the reasons given. Adding anger to anger, hate to hate, threats to threats does not minimize them. It only stimulates and exaggerates the reactions. When emotional difficulties, of the type we have discussed, arise, the teacher or counselor must realize that there is more there than meets the eye. The reaction of the pupil is not warranted by the situation at hand. Therefore he is reacting to some other situation not at hand. He is getting even, or working out on his teacher his savage attitudes toward somebody else or toward some other situation. We say in psychiatry, he is transferring his emotions from someone else to the teacher. The teacher or counselor is the scapegoat—the innocent sufferer.

The chief thing to be done in such a situation is to count ten before saving or The next best thing is doing anything. to act in friendly fashion, and ask ques-Let the children talk. Sometimes they cannot, they are so tied up in themselves. Perhaps they will not trust their teacher because they have not trusted their parents. Often they do not know what their difficulties are. But this seems true, that no one can help a neurotic or one who is delinquent (that is, has antisocial tendencies) unless one is trusted. We said the love children have for parents is the bridge through which children enter into happy social relations. If that bridge is wobbly or shaken or does not exist, the social adjustment of the child is going to be very unsatisfactory. Then someone else has to try to build the bridge and that is a difficult job; the child is older, he is not

> so formative as he was as an infant or young child in the home. And he has built up all sorts of emotions which militate against help: antagonism, distrust, anger, hate, selfishness.

Notwithstand-ING all this I think we can be optimists. We must be. I have seen cases that seemed impossible and hopeless. But by working along

(Continued on page 272)

January, 1934



MONEY MANAGEMENT

Words to the Wise About Developing Valuable Habits in the Management of Money

By FLORENCE BARNARD

HAT is it that everyone in this broad land is hoping for and groping for today? We feel safe in answering that question with one word—prosperity.

Many able minds have been trying to solve the problem of how and the government is concentrating on it. But no government can restore or maintain prosperity without the help and cooperation of its citizens. We venture to suggest a way out of this depression that seems worth trying.

Let's begin with the individual. The family is a group of individuals; the nation is the individual multiplied. And the most hopeful beginning can be made with the individual child during the plastic-minded and habit-forming period. Every father and mother who take to heart the responsibility for the future welfare of their children will realize the outstanding opportunity of the present to lay solid foundations for the economic security of each and every member of the family, as well as for the permanent welfare of the country.

Money management is an index to life management, and the teaching of money management can play an important part in laying these foundations.

Thrift training, which has been encouraged in schools throughout the country for years, has been a splendid step in the right direction, but it has been confined mainly to the cultivation of the saving habit. This at best is an unbalanced kind of training. It is possible to save too much money as



well as too little. Either extreme affects life and its highest development. Management of money means far more than mere savings, and entails a comprehensive training that should begin in the home and be supplemented in the school.

The Child's Income

In teaching children how to use money wisely, it is necessary first of all to consider—

- (1) how the child shall obtain income:
- (2) how much income is advisable.

Earning is always the best way to acquire a sense of values, while a definite allowance is important in order that the child may have a clear idea of the limit of income within which he must confine his expenditures. An earned allowance is the most advantageous method of regulating a money supply for children, for it implies a definite business arrangement and definite responsibility.

While there are many things that a child can and should do at home as his voluntary contribution without monetary reward, there are still others that he can be paid for with reason and justice. Any work suited to age and ability, such as might ordinarily be done by paid help, is entitled to suitable recompense. In many households, sharing of the work by the different members may eliminate the expense of a servant or of

extra help. Reference is made to such tasks as cleaning and putting in order closets, attic, cellar; polishing silver and brasses; washing windows, glass over pictures, and mirrors; sweeping rugs, piazza, sidewalk, or using vacuum cleaner; laundering hand-kerchiefs, tidies, doilies, napkins, towels; mending and repairing of all kinds; setting, waiting on, or clearing table; preparing breakfast; washing dishes; and many other tasks. Interest in the discharge of these

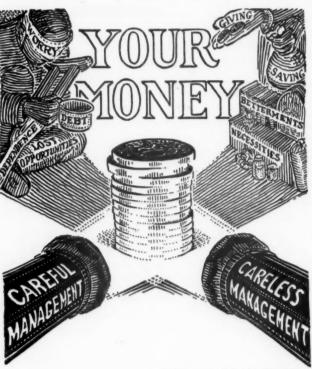
main open for the ambitious boy or girl, without violating either the letter or the spirit of the National Recovery program.

With regard to how much income is advisable for a child, we would emphasize the fact that the principles of successful money management can be learned just as well with a small allowance as with a large one. In fact, a large allowance in childhood is more often a danger than a blessing, and should ordinarily be avoided until the child

has had a chance to show his inclinations and tendencies in the use of whatever money he has at his disposal. It is well to remember that most of the world's greatest financiers have had the smallest financial beginnings. Principles which have been observed in using a small income have later been applied by them as a matter of habit when larger funds were available.

An allowance of pennies, nickels, or dimes per week—the number being determined by the age of the child—gives ample provision for needs and practice. When the child has proved by his careful and thoughtful handling of money that he can be trusted or rewarded with larger amounts, the parents may safely increase

the amount to the satisfaction of all concerned.



Courtesy Boston Better Business Bureau

duties is increased by the consciousness of service rendered and value received. Of course the experience in doing such things well is excellent preparation for home management through life, and the amount of pay should be regulated by the degree of excellence of the work accomplished.

The ruling of the NRA with reference to child labor has reduced somewhat the number and kinds of opportunities for children to earn outside of the home, but many opportunities for part-time work still re-

Principles of Money Management

When the matter of supply has been settled, we turn to a consideration of the few and simple principles and terms involved in the successful management of money by individuals and families the world over. Two basic principles are—

(1) to live within income;

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(2) to distribute income proportionately.

The first is nothing more nor less than using plain common sense, for to live bevond income affects our just relationship to others, and leads to disaster and disgrace. The second raises the question of what the fewest and simplest terms may be to cover all the possible uses of money, and among which one's distribution is to be made.

To save, to give, and to have needs and

wishes answers this question for children. The headings needs and wishes lead the child to choose between what is really needed and what is not; also to understand that careful choice and use of needs makes possible the realization of wishes.

To save, to give, and to have necessities and betterments are the fewest and simplest headings for adults. The term necessities indicates physical or material needs, while betterments includes cultural or mental and spiritual needs.

Distributing Income

PROPORTIONATE distribution of income among these four uses in either case not only insures living within income, but insures balanced living and the satisfactions that endure. For purposes of demonstration, what follows immediately refers to adult apportionment. The parent and the teacher can then readily see its appropriate application to the smaller incomes of children.

To decree what shall be the right proportion in each individual case is impossi-



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The author, Florence Barnard

ble, for that must be determined by the individual or by the family itself. Size of income, cost of living in different places, tastes, and ideas and ideals about standards all differ among individuals and families, and apportionment will and should vary accordingly.

But the way for the individual to arrive at a conclusion about the proportion best suited to his income is to have a goal apportionment, and then to see how nearly it can

be approximated through thoughtful management.

For example, it has been found through years of study and experimentation that the following is a reasonable and attainable goal of apportionment for all those having a medium or a large income:

SAVE.														9		20%
GIVE .							6									10%
HAVE	1	1	V	e	C	es	S	it	ie	S			a			50%
HAVE	1	1	3	et	t	eı	rı	n	e	n	ts					20%

Saving 20 per cent of any income regularly and investing for permanency at compound interest will accumulate in the course of a working lifetime capital enough at the age of retirement to yield at least income sufficient for needs. Saving can then be eliminated, and the whole income used for necessities, betterments, and giving.

Of course the amount apportioned for necessities will always vary according to the size of income. The smaller the income the larger must be the proportion allotted for necessities. The following scale enables one to adjust his income, regardless of size, so that balanced living may be maintained.

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SAVE .		2%	5%	8%	10%	13%	15%	18%	20%
GIVE .		1%	3%	4%	5%	7%	8%	9%	10%
	Necessities	95%	87%	80%	75%	67%	62%	55%	50%
	Necessities Betterments	2%	5%	8%	10%	13%	15%	18%	20%

The equality of apportionment for saving and betterments in every case provides for balanced living, for the betterments insure enrichment of life as one goes along in the present, while saving insures continuation of that enrichment all through life. Keeping a balance between saving and betterments checks hoarding tendencies on the one hand and extravagance on the other.

By discovering which percentage (above) comes nearest to the present outlay for necessities and then concentrating on reducing the cost of necessities by skillful management, one can, by comparison each month with the month preceding, gradually decrease the percentage used for necessities and gradually more nearly approximate the goal. Skill in management means avoiding the purchasing of what one does not need, and making sure that for every dollar expended one is getting the dollar's worth. Lowering the percentage for necessities will result in saving more, thereby lessening the possibility of want and worry in the future; in giving more, thereby contributing more to the weal of family or humanity; and in having more of the betterments which make life interesting and happy. The betterments suggest and account for profitable uses of leisure time.

Teaching the Child Distribution

In teaching the child to apportion his small income among such uses as saving, giving, necessities, and wishes—all of which are profitable for self—there is an excellent opportunity to help him understand how this very distribution is profitable for others as well. In other words the child begins to learn the elementary lessons in economics.

When the child realizes

that saving and depositing his money in the bank puts it to work, affords employment, builds homes, supports public utilities and transportation facilities, keeps industries active and commerce in motion;

that giving contributes to the support of the church and charitable institutions, to the relief of the helpless, the needy, and the disabled, and discharges self-respecting obligations to others;

that purchasing of necessities supplies livelihood for farmers, wholesalers and retailers, factory workers, transporters, and others;

that betterments enjoyed create business and income for publishers, lecturers, entertainers, artists, musicians, poets, dealers in sports equipment, and the employees of transportation lines on land and sea,

he cannot fail to grasp the great truth about human interdependence, and the part that each one can and should play in advancing the interests of community and country, and in restoring their prosperity.

The best way to teach a child to become civic minded and social minded is to teach him to use safely and sanely the money at his disposal, whether the amount is small or large. The experience reacts upon the individual life and makes for contentment.

But just as the child cannot learn how to manage money without practicing, so every parent and teacher will be able better to help the children by seriously studying and practicing money management first themselves. Incidentally, there is no surer or better way to "raise" salary or income than by managing to best advantage the income that one has.

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KEEPING ADOLESCENT CONFIDENCES

A Mother Discusses Ways and Means of Training the Parental Ear

By MARTHA PRATT HAISLIP

A s a mother of four adolescent children, occasionally I have been forced to wonder just what my function is in their lives. Sometimes I ask myself, "Am I doing anything which could not be done equally well by a competent housekeeper, a skilled seamstress, and a well-filled pocketbook?" Yet, after thinking the matter over quite seriously, I have finally arrived at the conclusion that the mother of such a family does have a definite purpose in the lives of the present-day independent adolescent. That of being, so to speak, a maternal ear.

Don't smile, please. Being a maternal ear is no mean occupation. As a matter of fact, being a successful maternal ear ranks with the professions, as the arduous duties incumbent upon a member of this class require intensive training for the position, inborn sympathy, finesse, a youthful viewpoint carried well past middle age, and, above all, a lively sense of humor, The last named is the most important of all parental attributes. Yet at all times, it has to be kept strictly sub rosa lest even a ghost of a smile at the wrong time drive a freely given and appreciated confidence to cover. But a sense of humor we must have if we are to survive the ordeal of living with and properly rearing a family.

Training the maternal ear begins when the children are very young. Growing up with them, mentally speaking, and sharing their interests from early childhood opens the way to childhood confidence, which, once given, makes our task fairly simple, provided, of course, that this confidence persists through adolescence. To continue it is one of the most difficult tasks confronting us mothers.

While it is fairly easy to extract youthful confidences, it is exceedingly difficult, I have found, to keep from divulging them. When Mary, aged ten, displays a scrawly story she has written with the admonition, "I'll show you this if you don't tell Aunt Jane," the temptation to violate the promise is sometimes too much for us. This is particularly true when Aunt Jane is "literary" and has anxiously watched small Mary's progress in school in the hope that a talent for writing would come to the surface. But should Mary's secret be told, the probability is that Aunt Jane will try to help the child, with the result that Mary's writing urge will immediately be stifled.

Children possess a queer sort of perverse stubbornness—in reality a valuable desire for independent action—which resents interference or guidance. Haven't you sometimes been unable to resist the temptation of relating to a group of close friends how much John's teachers think of him, how Mary's precocious remarks amused you; or of passing on a bit of harmless gossip from school, which, when repeated by half a dozen mothers often becomes something entirely different and occasionally assumes the character of an unwelcome boomerang?

Children hate being talked over. Sometimes our perfectly natural desire to brag a little about John's exploits on the football field or Mary's conquests will—when



Drawings by Alice Beach Winter

On Betty's return from a party, even though it's late, Mother wants to hear all about it

our tale is repeated, as it invariably is—cause a child such acute embarrassment at school that he will shun his friends whenever possible, and subsequently withdraw his confidence in the mother's ability to keep a secret. We all admit that it isn't easy to listen while others talk of their children, but a habit of reticence concerning the affairs of our own offspring is one that will repay us a hundredfold.

It is our deep interest in our children, I think, that causes us to commit the deadly sin of violating confidence. Mutual interest is, we know, the basis of all confidence. A child senses—without being told—real or affected interest. To be able to evince real interest in a child's affairs we must be able somehow to project our minds backward to our own childhood and realize

again how important certain things were to us when we were his age.

For example, no matter how busy we may be, we must realize the importance of the shack under construction in the back vard. Whenever invited - and we should feel honored when we are asked - we must drop whatever we are doing at the time and devote precious minutes to a tour of inspection. A few practical suggestions might be of value to convince the youthful architect of our sincere interest, though the suggestions will no doubt be promptly ignored. Mary's poetry merits adult consideration and gentle criticism, as a gesture of appreciation of her efforts if nothing more. How high school youngsters value Father's and Mother's knowledge of the names and positions of the players on the How they enjoy their parents' pleasure at a high school game! And after the excitement has died down and the family has gathered about the dinner table, how easy it is for them to talk over the fine points of the afternoon's play, secure in the knowledge that Dad and Mother are interested and speak the same language! And how flattering and satisfying to a parent to be treated as a contemporary!

But children's interests change from day to day. It often seems that by the time we have become really familiar with the recent enthusiasm, its place is taken by something new. Today a boy is absorbed in a collection of butterflies; tomorrow, in broncho-busting on a western ranch; the next day, in a wreck of a car; then later, at high school age, in athletics and—the most disturbing of all-girls. Truly one must have the mental agility of a Bernard Shaw to keep up with changing youthful enthusiasms. Girls' interests change almost daily but they are of such a nature that a mother can more easily keep up with them than with the more robust masculine pursuits.

Sometimes a thorough reading of the

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latest issues of the boys' magazines will give a key to the arrival of a new hobby. But at all costs a knowledge, however superficial, of the subject nearest a youngster's heart must be acquired so that fairly intelligent answers to questions can be given if confidence is to be continued. If boys or girls learn that their mothers really know something about the hobbies they are riding, an increased respect for parental opinion is the well-earned result. Often we pay a high price for our knowledge (did you ever ride in your son's salvaged car?) but it is worth it. Children must have someone with whom they can talk about their interests. Why not Father and Mother?

As children grow older they inevitably reach the stage of development of knowing more than their parents, the teachers at school - anyone, in fact. If we accept their own opinion of themselves, the honest and natural desire of the parents is to apply a little well-deserved "dressing down." It is indeed difficult to restrain ourselves when we listen to how dumb Chemistry Jones is in school; what a perfect dodo our kind old Aunt Jane is because she persists in wearing enough clothing to cover her warmly and properly; how absolutely wonderful is Joe Smith, the captain of the football team, whose manners resemble those of the proverbial bull in a china shop.

What self-restraint we must cultivate in our determination to keep adolescent confidences! A certain amount of apparent agreement, too, with youthful opinions goes a long way toward refuting the adolescent belief that all parents are "stuffy." This sounds very much like an abandonment of the ideals of truthfulness but it isn't meant that way. However, there are extenuating circumstances in the receiving of confidences when an outspoken exposition of our stand on the subject under dis-

cussion would result in an immediate cessation of confidence. If we keep in mind that these seemingly sincere likes and dislikes of persons and modes of livingwhich are so at variance with our teachings and beliefs - are only a passing phase and not to be taken seriously, we can summon our sense of humor. We can shape our replies to meet the immediate situation without thrusting our own opinions on a group of children who very often advance radical ideas as a sort of parent-baiting game in order to incite opposition. Too violent opposition, unless the issue is of tremendous import, is unwise as it invariably results in a withdrawal of confidence. "Mother simply cannot see the modern viewpoint."

Another great difficulty that faces us



Mother should feel highly honored when she is invited to inspect the shack

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fathers and mothers is to restrain ourselves from playing the "heavy parent." Nothing is more fatal to mutual confidence. One man of my acquaintance told his son, who was leaving for college, what a model student he, the father, had been. A few days later the boy met an old college friend of his father's.

"Well, John," began his father's friend, "I see you're about to leave for college. I hope you have a good time. But settle down and study a little while you're there, though it's more than your father did. Why, he was the Don Juan of the school," he added with a chuckle.

Needless to say, the boy realized that his father had settled into a pattern of middle age so inflexible that no infringement of college rules, however slight, would be understood by him.

IT is a difficult thing to keep the viewpoint of youth into middle age. But it can be done and if we are to be successful parents it must be done. We must be as interested in what "he said" as Betty isor at least we must successfully seem so. Have we forgotten how we used to listen for the ring of the telephone; how we used to talk over the telephone for hours, much to our mother's disgust; or how we used to linger on the porch—even alone dreaming away the moonlight nights when Mother thought we should be in bed for our health's sake? If we no longer sit up and wait for Betty's late return from a dance, we might be willing and eager to get up when she comes, don our practical, warm bathrobe, and sit on the foot of the bed, ready and anxious to hear all the details. Surely we can use our imagination to visualize the affair. Again we can feel the stir of music in our blood; realize the attractiveness of a certain dark, manly head; sense the honest joy and pleasure of young things playing together.

When Betty says that Will Jones is a

marvellous dancer, it will help if Will has been to our house with the crowd and we have seen him dance, or better, danced with him. The more girls and boys among our children's friends we know intimately, the less difficult our task is going to be.

But preaching, giving unsought advice, almost always effectually closes the fountain of confidence. Sometimes during the course of a confidential conversation a child will sense approval or disapproval. Very often he will ask, "You don't approve of that, do you?" Here is a chance to be entirely truthful, as one human being to another, without "talking down." Then we can give a reason for disapproval as we would to another adult. If the youngster realizes this adult treatment, he will in most cases respond with adult actions, shaping his behavior not from what the crowd does, but from his increased sense of responsibility for his own decisions.

Full confidence, I think, is seldom if ever given a parent. Girls don't give it, nor have they ever told Mother "everything." That they tell as much as they do is flattering to a parent. What they tell, how much they tell, how it is told will depend entirely on our skill at listening, our sincere interest, our ability to keep young in spirit, and our ability to see the children's side of the question whenever possible. It may be that our view of the situation is the wrong one. We must remember that times have changed since we were young. What was considered a grave error in our day isn't taken so seriously now. We have seen the passing of many things that are better gone. Today greater liberty of action is allowed, broader views of life are encouraged. Because we accept these changing attitudes, and because our children have been more sensibly instructed, we enjoy a greater confidence than our mothers enjoyed. So let's allow them to talk while we listen. There's a possibility that we might be the ones to learn something.

HOME AND SCHOOL CHECK LIST

THE Iowa White House Conference Committee on Cooperation of Home and School submitted the following as important if home and school cooperation is to be effective in bringing about better conditions for childhood in that state:

- 1. An economically secure home and equal educational opportunities are the right of every child in Iowa, both rural and urban.
- 2. The home and school should assume the responsibility for setting and maintaining standards in home life and education.
- 3. The home and school must view the child as a whole in any program for his care and training.
- 4. The home should recognize itself as the child's first school, not merely as a place to await the beginning of his formal education in the schoolroom.
- 5. The home should send to school a clean child, properly nourished, mentally alert, emotionally poised, and free from remediable defects.
- 6. The school should take this child and give him adequate preparation to take his place as a satisfied, contributing member of society, regardless of his handicaps.
- 7. The school should know the child's background and take cognizance in such a way as to aid the parents to overcome any discovered defects in that background.
- 8. The school should take the initiative in a program of parent education. It is possible for the school to use the health examination of the child in the school as an opportunity to educate the parents in the health needs of the child.
- 9. The school should include in its homemaking courses some preparation in the early grades for the home partnership and these courses should be required for both boys and girls.
 - 10. The home should understand the

purposes of the school and give adequate support to its program.

- 11. The school will need to provide the home with information regarding new developments in education if the home is to provide an intelligent support for the school in order to safeguard the educational interests of the child during such times as the present economic crisis.
- 12. The home should have knowledge of any need for home study and of the value of extracurricular activities in the school; the school should know the home duties of the child; both should understand the values offered by outside character education organizations in order that the child may have a balanced program of work and play which will conserve his health and nervous energy.
- 13. A program of vocational guidance is a necessary part of home-school cooperation in order to help the child find his life work.
- 14. The home should support the school administration in the observance of all laws.
- 15. The cooperation of home and school should make all public facilities (such as school buildings, community houses, etc.) available, under a sufficient number of properly trained leaders, to the youth as well as the adults in the community. These facilities can be used for educational, recreational, and cultural purposes after school hours, evenings, and during vacation time.
- 16. The development of play facilities and leadership for leisure-time activities is a joint responsibility of the home and school.
- 17. The need for cooperation of home and school in all matters concerning the welfare of the child can best be met through a properly organized and well-directed organization of home and school in every community.—Proceedings of the Iowa White House Conference of Child Health and Protection.

THE ROBINSON FAMILY

By LEROY A. WILKES, M. D.

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PROTECTING THE ROBINSON CHILDREN FROM ACCIDENTS

NE day not long ago Mrs. Robinson did a foolish thing. She went out to the store and left her electric iron on. When she got home she found the ironing board smouldering and the kitchen filled with fumes. If she had been away much longer she would probably have found the whole house in flames. When I dropped in to see her later that day she was still reproaching herself for her carelessness and thanking Heaven that she had taken Baby Tom with her to the store and that the other three children were out of the house.

Well, she'll be more careful than ever, now! Not that the Robinsons are what you would call a careless family. In fact, it's many years since they had a really serious accident, though of course the children do get their share of cuts and bruises from play. But both Mr. and Mrs. Robinson have learned that a large majority of accidents can be prevented by a little common sense and care.

When Jack was little, Mrs. Robinson

learned that the only way to protect him from accidents was to see that harmful things were kept strictly out of his reach. From that time to this, since she has always had a young child in the family, the same rules have been kept.

For instance, matches are not left lying around in the Robinson home. Nancy is old enough now to know better than to play with them; but Tommie is in the crawling stage, and it won't be long before he tries his hand at experimenting with everything he can lay his hands on. Mrs. Robinson is taking no chances. The same applies to knives and other sharp instruments. When she inaugurated the rule, years ago, Mrs. Robinson bought a money box which she put on a shelf in the dining room and then she announced that anyone guilty of leaving matches, knives, scissors, or needles around where the baby could get at them must pay a fine of one penny. At first the box used to be pretty full most of the time, but now there is rarely anything in it, and the hospital fund to which the money used to be devoted now has to be made up from other sources.

The Robinsons have an old-fashioned fireplace in their sitting room and in winter when the fire is lighted it is always

protected by a good, sturdy screen so that the younger children cannot get too near. The windows of the nursery are protected by bars, and for the last sixteen years there has been a gate at the top of the Robinson staircase to prevent unsteady little bodies from tumbling

A BIRTHDAY WISH FOR JEROME

By GERTRUDE WHITE

Always that his eyes be proud
As larkspur in a carved vase.
Always songs upon his lips
And music in his face.

If shadows touch him, may they fall Like snowflakes on a pool. But never let them penetrate His heart and leave it cold. down. There is also a beautiful, wide handrail, the polish on which I suspect is not altogether due to Mrs. Robinson's duster! But sliding down it is done, so Mollie once confided, entirely at one's own risk. And speaking of polish, the floors in the Robinson home are not kept so slippery that they are dangerous. Mrs. Robinson would much rather have whole bones among her family than highly polished floors.

Ever since Jack, when about a year old, made himself sick by sucking the lead paint off a wooden monkey, the Robinson children while very young have had only washable toys. Now that Baby Tom is old

enough to begin to appreciate toys, he has a soft, cuddly doll and a celluloid ball. Nothing with sharp corners or dangerous points for Tommie Robinson!

The Robinsons' idea is to protect the children while they are young from the possibility of accidents, and

when they are older to develop the right attitude toward danger, so that accidents are not likely to happen. Take skating, for instance. Both Jack and Mollie know better than to skate on ice which has not been tested and proved safe. They have been taught not to skate unless there are other people present, lest an accident should happen; and if by any chance the ice should break, they both know what to do in order to save themselves or to help somebody else. They'd be pretty sure not to lose their heads.

And since automobiles these days are responsible for more accidents than any other single cause, the Robinson children have never been allowed to play on the street. Nancy would never dream of coasting on a street where there was traffic. She knows as well as Jack and Mollie how to look in both directions before crossing the road and she has a wholesome respect for traffic lights.

Mr. and Mrs. Robinson have not tried to frighten the children with the thought of danger; they have merely taught them that danger exists for the unwary or the careless. When Jack was a little boy he was inclined to be thoughtless and reckless, so Mr. Robinson hit on the idea of getting him to watch the squirrels and the cats and dogs and birds. Jack soon discovered

that they didn't take chances! The animals, he found, kept their wits about them all Jack had the time. a pet squirrel that lived up in one of the trees in the garden. This squirrel knew Tack perfectly well and would come when Tack beat on

tree trunk with a stick, but never once did he rush down the tree trunk at the first signal. Oh, no! He'd peer and sniff and look all around with his little beady eyes until he was quite sure it was safe to venture; and then down he'd come, pell-mell, for the nuts in Jack's hands. Jack learned a whole lot from him.

Consequently the young Robinsons have a wholesome respect for danger. They don't, for example, play foolishly with fire or water or electricity. They know how to take a risk when they must, but they don't take unnecessary chances. And that, after all, is about all that an intelligent person can do to insure safety.

Next Month: How Far Should Jack and Mollie Robinson Be Independent

THE CHILD'S HOME

How the Home Contributes to Happy Family Relationships and the Character Development of the Child

By SIDONIE MATSNER GRUENBERG

OME is where the heart is. This sen-I timental definition is among the mottoes that have been regarded as too oldfashioned for our hard-thinking and fastmoving world. But our search for a suitable answer to the question, "What is a home," has not been very fruitful. Although the French are known for the quality of their home life, they have no word for "home." The Spanish have one word for "home" and "hearth." English-speaking peoples, however, have come to attach to the concept of a home a great deal more than is conveyed by the word "house"; but perhaps a full half of our population does not know what a hearth is. Most of us, I venture to say, think of the home as the center of comfort, security, warmth, and affection. So our grandmothers' sentimental definition is not so far from our modern concept after all!

But if the significance of the home has not changed, its living patterns have. This becomes ludicrously apparent at times—as when one couple who had sought the coun-

sel of a broadcasting minister in their marital difficulties were advised over the radio to "draw up by the fireside and talk things over quietly." This couple happened to live in a New York City apartment which offered neither fireplace nor quiet.

The old forms of

speech have lost their significance, but the old need remains—and we must find new ways to provide the spiritual equivalent of a fireside, with all that it implies of peace and quiet. We must see to it also that there is the physical equivalent of privacy, and seek means to give house-room to the needs of each family member. This is a challenge to the modern home.

The home has to recognize the basic need of each of its members to enjoy life in his own way. This implies first of all that in the physical arrangements of the home the needs and purposes of each individual in the family—from the baby up—must be considered, no matter on how modest a scale.

A Place of His Own

For example, we know what it means to the young child to have furniture somewhere near his size—chairs and tables built on a scale suited to his comfort and his purposes. We know,

too, that he needs some place to call his Not own. many homes today can offer their children separate playrooms; but a little parental ingenuity will go a long way. Somewhere, even in the smallest home, there is usually a corner which can be screened

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This is the fifth lesson in the Parent Education Study Course, DEVELOPING CHARACTER IN YOUR CHILD, under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education. The sixth article will be "The Child's School," by Arthur Dean.

off from the gaze of "the public"—where the child can play what he wishes and when he wishes without fear of intruding on others or of being intruded upon. Such an arrangement not only assures him freedom to work out his own ideas without interruption, but also places upon him certain obligations and responsibilities. It gives him opportunity to develop initiative and at the same time to build up his own control.

A few shelves painted in attractive colors and built low enough for the child to reach without help will add greatly to the usability of his playthings—while the fact that someone has taken the trouble to build shelves especially "to order" for him will mean much to his sense of his own importance in the family picture. In thus setting aside "his own place" there is involved more than the child's need for play space or for convenient storage of toys. There is involved a kind of consideration for his needs which is a part of the whole process of family give and take. For by this same token he will learn to consider other peo-

ple's needs and their right to pursue their own interests—when these do not impinge upon the interests of others.

Consideration in Family Living

BUT suitable furniture and the necessary space are not all that is needed. Each individual must be left free, so far as possible, to choose his own modes of fun and satisfaction - whether in the form of hobbies, radio listening, reading, or more active pursuits. It may still be necessary to guide children toward finding what are for them the most profitable modes. Moreover, they must be helped to see that the right to have fun cannot be exercised continuously and progressively without due regard to the equal rights of others. The child has to learn rather early that he is part of a group in which the individuals make demands upon one another, impose restrictions upon one another, as well as serve one another.

The task of the home is to administer the time and the space and the material resources for the individual members, so



Even the small child needs a place to call his own, though it may be only a corner of a room to which privacy is given by a screen

January, 1934

that the latter will get the most out of the former, as individuals and as a group. This means that each has to cultivate a tolerance for the tastes and enthusiasms of the others.

A boy brought some white mice home from school at the end of the term to care for during the summer. The cage was taken to the country with the rest of the family's baggage, and Elmer found a place for his menagerie in a small room adjoining his mother's bedroom. It happened

that the mother, who is herself not at all fond of little animals, was kept awake by the scratching and squeaking of the mice, and suggested the next day another place would have to be found.

"But, Mother," protested Elmer, "the mice are so sensitive, we have to keep them in a protected place."

The mother said, "Yes, but I am sensitive, too, and I have no other place to sleep."

It is often difficult to be patient with the pursuits of the individual, but it is just here that the skill of the adult is needed.

In this case it was not necessary to make an issue between the interests of the mother and the sensitiveness of the mice—which represented real interests and solicitudes on the part of the child. The mother helped Elmer to find a suitable place for the mice. This was a practical demonstration of genuine consideration for all parties involved, a demonstration worth more than hours of lecturing or yards of good mottoes.

The Need for Privacy

We have to live in a world of give-and-take and have to make due allowance for individual differences in capacities, in sensitivity, in tastes, in aspirations. Nowhere outside the home can the child learn so well the implications of these differences, and the practical management of them. There is the whole question of privacy—so difficult to achieve in our ever-shrinking

domiciles yet so vital among the needs of the little child no less than of growing boys and girls and their parents. Privacy may mean merely being out of sight of others; it may mean quiet; it may mean space for equipment and for activities that may be carried on undisturbed by direct interference of anyone.

The mother of an enthusiastic tap dancer writhes under the vibrations proceeding from the kitchenette. A n y remonstrance brings forth the time-honored poser, "Isn't it my home? Why can't I do as I like?"

Along with other changes in our modern ways of living, the home has been steadily shrinking in size. Thus the old theory that home is the place where one may do as he likes, particularly do the things which he does not do well enough to give pleasure to others, stands in open opposition to the limitation of leisure-time activities imposed by present-day conditions of space, of sound, and of vibrations. Plainly, the family's fractured nerves will not stand endless tap-

- The Smiths live in a six-room apartment which necessitates having the two boys, aged six and ten, room together. Plan their schedules so that they would both have time and place for such activities as carpentry, radio-listening, quiet reading, sleeping.
- List the minimum essentials of a home, as you visualize it, for a family of four: father, mother, fourteen-year-old daughter, eleven-year-old son.
- 3. The Browns are highly intellectual. They enjoy fine literature, museums, concerts, etc. They have no patience with the frivolous, slangy, jazzy friends that fifteen-year-old Betty brings home. How can they maintain their own standards without casting aspersions at Betty's friends?
- 4. William is a junior at college and finds himself impatient and intolerant of his former chums in his home town. What can the parents do to help him at this time?

ping or "tooteling." Yet if we believe that creative activity is important for development of personality we will make some provision for such leisure pursuits. The same is true of the more passive forms of enjoyment. Radio-listening as well as driving in the family car may challenge parental ingenuity to arrange time and place that will give a fair share to each.

Each to His Own Taste

Nor only in forms of enjoyment, but also in matters of aesthet-

ics, individual tastes and preferences have their claim to the family's consideration. Some children are more sensitive than others to their surroundings; a well-set table, a colorful room, a quiet place may be as important for certain children as the correct food. For practical reasons it is no more possible to allow children a free range of choice in the decoration and furnishing of the home than in the selection of their diet. Nevertheless it is usually possible to give even a young child some choices as to the furnishing and arrangement of his own room, within reasonable limits of suitability and usefulness.

In the less permanent kinds of decoration, for example, such as ornaments, pictures, or curtains, we may well give him the opportunity to make his own choices, since here a change in his taste will not be so costly to cope with later, and he will learn much by his mistakes. Certainly we can make every effort to defer to his preferences within reasonable bounds, and to avoid forcing our own tastes upon him be-



cause we believe his tastes to be faulty. Moreover, this kind of concern for the child's deeply-felt and intensely personalized needs will go far to cement between parent and child a closer bond of sympathy, based on understanding and consideration.

Breaking Away from Home Patterns

To be attractive to its growing sons and daughters, however, a home must offer more than space or recreational devices, more than a voice in the home decoration. We see a father, for example, distressed because his adolescent children are more and more finding their recreation away from home. They live in a spacious home well equipped with recreational devices (piano, radio, ping-pong, and so on) yet they rarely invite their friends, preferring public amusements or the homes of their friends. Does this home make adequate provision for the developing individuality and personality needs of its children? Are they and their

friends treated as "people" when they come to visit? Do they find there some place which is, at least for the time, their own—a place in which they may feel free from continual adult surveillance? More important still, are the young people assured of a sympathetic attitude at home toward their choices of friends and amusements? It may

be that the children's tastes and interests differ widely from the parental pattern, and they are reluctant to subject their friends to parental criticism, expressed or tacit. Or it may be that the things they find amusing or enjoyable would be considered "unworthy" by the parental criteria. If this is the case, the parents can be ready with suggestions on the constructive side, to help the children to develop for themselves discriminations and standards. But only if the young people can feel really free at home-free of that subtle type of coercion which parents sometimes exert over their children's choices-will they find

their home a satisfying place for fun and hospitality.

A Haven of Security

Consideration, privacy, freedom—these the child needs to find in family life. But he needs to feel also that behind

all of these—behind all the fun or the freedom or the individual rights—there is a certain security, a sure control. Someone is in charge, and through all the changes and vicissitudes, through all the situations that arise in meeting new needs, there is a direction and a purpose. The effect of peace and order upon children has never

GUIDING PRINCIPLES

- The home must serve the needs and interests of each of its members, in its
 - (a) physical arrangements
 - (b) apportionment of equipment
 - (c) time schedule for activities
 - (d) recognition of each member as a personality
- The home is a group enterprise which must further its group interests as well as the interests of each member as an individual.
- At home the child should not be subjected to the cold and impartial judgment of the outside world.
- Each family member should have responsibility in accordance with his age and development, and not only privileges and protection.
- 5. The home is the first and probably the most important teacher of the child:
 - (a) through the actual teachings of the parents
 - (b) through the example set by the parents
 - (c) in the intangible atmosphere which surrounds it

been systematically studied-but the reverse side of the picture offers plenty of evidence in this regard. Any experienced teacher, for example, recognizes in her classroom the symptoms of a family "moving." Certain children are visibly "edgy" at moving time, when everything at home is in turmoil. Their emotional upset is to be seen in their studying, their playing, in their eating. From this negative picture it is easy to realize that a state of peace and serenity and order in the household have corresponding effects. At work or at play children need the security and comfort of a well-ordered, but not over-ordered, house-

hold. The family today has to be mobile, for modern living demands changes of many kinds in family living arrangements. But the home must, at the same time, "keep on the even tenor of its ways." Despite emergencies and temporary upsets it must be, at base, a haven of security and stability.

Weighing Values in Family Life

THIS very mobility of the modern home has brought another factor into family living-the element of choice. The very fact that our homes are more mobile necessitates choice even in the location of a home. Is it better to live nearer the father's work so that he may have more time at home, or to live where there is more space and air and quiet, though the father must make a long daily trip to his work? One possible location has a better school, but the other is in a "nicer neighborhood." Play space for children may have to be weighed against better use of playtime for adults. There is the common question of living in the city or the suburbs, in a large city or a small city.

Every choice naturally affects the children as well as the adults. Nevertheless, we realize that family living cannot be "for the good of the children" unless it is at the same time for the good of all concerned. People are increasingly realizing that they are entitled, as adults, to benefit from family living. We must understand that our own right to happiness need not be subordinated to an illusory, undefined "family good," and that our gains as individuals will benefit the family no less than our sacrifices—and possibly more.

Home: A Source of Affection and Strength

Because of the removal of many of its former economic, educational, and recreational activities, the home of today has become less of a household than were the homes of our grandmothers. But despite the reduction in the size and complexity of its material plant, there remain for the home certain functions which cannot be safely delegated to any other agency:

First of all, the home is the place where the child feels that people care. Here he need never suffer the full burden of his mistakes and blunders as he so often does outside, for here affection and understanding can help him convert his errors into lessons. Human beings will continue to fall short of their own standards; in the home the deviations can be accepted as steps in one's progress.

In the next place, the home is the place where the child becomes aware of continuous strivings toward ideal ends, of discriminations in regard to values, of efforts to raise standards. The greater the variety of influences to which our youth are subjected, the greater need is there for guiding youth in reconciling the conflicting demands, in integrating the inner impulses and desires with the concrete outward realities and necessities.

However many agencies and specialists we may learn to utilize, the home remains the one continuing source of affection, of protection, and of guidance. It is in the home that the child, and the mature person as well, must find continuity of security, intimacies, and loyalties needed to make possible his most effective struggles and his richest growth. Family life supplies certain very precious values, and no other agency seems able to take its place.

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THE

CHILDREN'S HOUR

SNEGOURKA



Drawings by Valery Carrick

THERE lived once, in Russia, a peasant and his wife who would have been as happy as the day is long, if only God had given them a little child.

One day, as they were watching the children playing in the snow, the man said to the woman: "Wife, shall we go out and help the children make a snowball?" But the wife answered, smil-

ing: "Nay, husband, but since God has given us no little child, let us go and fashion one from the snow."

And she put on her long blue cloak, and he put on his long brown coat, and they went out onto the crisp snow, and began to fashion the little child.

First, they made the feet and the legs and the little body, and then they took a ball of snow for the head. And at that moment a stranger in a long cloak, with his hat well drawn over his face, passed that way, and said: "Heaven help your undertaking!"

And the peasants crossed themsleves and said: "It is well to

ask help from Heaven in all we do."

Then they went on fashioning the little child. And they made two holes for the eyes and formed the nose and the mouth. And then—wonder of wonders—the little child came alive, and breath came from its nostrils and parted lips.

And the man was afeared, and said to his wife: "What have

we done?"

And the wife said: "This is the little girl child God has sent us."

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And she gathered it into her arms, and the loose snow fell away from the little creature. Her hair became golden and her eyes were as blue as forget-me-nots — but there was no color in her cheeks, because there was no blood in her veins.

In a few days she was like a child of three or four, and in a few weeks she seemed to be the age of nine or ten, and ran about gaily and prattled with the other children, who loved her so dearly,

though she was so different from them.

Only, happy as she was, and dearly as her parents loved her, there was one terror in her life, and that was the sun. And during the day she would run and hide herself in cool, damp places away from the sunshine, and this the other children could not understand.

As the spring advanced and the days grew longer and warmer, little Snegourka (for this was the name by which she was known) grew paler and thinner, and her mother would often ask her: "What ails you, my darling?" and Snegourka would say: "Nothing,

Mother, but I wish the sun were not so bright."

One day, on St. John's Day, the children of the village came to fetch her for a day in the woods, and they gathered flowers for her and did all they could to make her happy, but it was only when the great red sun went down that Snegourka drew a deep breath of relief and spread her little hands out to the cool evening air. And the boys, glad at her gladness, said: "Let us do something for Snegourka. Let us light a bonfire." And Snegourka, not knowing what a bonfire was, she clapped her hands and was as merry and

eager as they. And she helped them gather the sticks, and then they all stood round the pile and the boys set fire to

the wood.

Snegourka stood watching the flames and listening to the crackle of the wood: and then suddenly they heard a tiny sound—and looking at the place where Snegourka had been standing, they saw nothing but a little snowdrift fast melting. And they called and called, "Snegourka! Snegourka!" thinking she had run into the forest. But there was no answer. Snegourka had disappeared from this life as mysteriously as she had come into it.



THE GRIST MILL . . EDITORIALS



CHILD WELFARE is the Official Magazine of the National Congress of Parents and Teachers. The objects of the Congress are

First, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

Second, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

-From the National By-Laws, Article II.

JANUARY 1 is always a challenge. It is then that one faces a clear, clean calendar, susceptible of taking the record of unlimited accomplishments.

This year there are many opportunities for valuable undertakings. For instance, with prohibition abolished, we can set ourselves to help develop a public opinion against drinking which may succeed where the old ignored law failed.

We can give our attention to abolishing child labor with the determination that when the NRA codes expire in 1935 there will be no return to old conditions. This year we can rejoice on Child Labor Day, January 27-29, for the child labor victories gained through the industrial codes, even though we realize that hundreds of thousands of children are still engaged in industrialized agriculture, domestic service, and some forms of industrial home work and street trades; but we must not forget the work that must be done to make the victories permanent.

Those who prefer other activities in behalf of children can find a worth while work in dealing with the special problems of nutrition and delinquency brought on by hard times. Spreading information about adequate foods which can be purchased within minimum budgets will go a long way toward helping existing conditions. Giving encouragement and employment to older boys and girls who in less difficult times would be in school and helping them to find something to do in their enforced leisure offer great possibilities for service.

YOUNG DRIVERS

WHY must they drive so fast?
... Can we ever teach them caution?...
Should we let them use our cars?

"They" do drive fast, these young people of ours. They glory in the use of the tremendous power, responsive to the mere wiggle of toe, that is present in the mechanism of the modern motor car. This growing concern for their safety and their training, more evident now than at any time in the past, is the most significant recent development in the safety movement. For awhile we were content to believe that our young people were our best drivers. We relied upon their alertness, short reaction time, and familiarity Slowly the harsh facts of with a car. actual accident records penetrated our minds and we came to realize that our drivers under twenty years of age had the worst accidents of any using our streets and highways. We have finally become willing to admit that the mechanical skill and the judgment necessary for good driving come, not out of the blue, but from training and experience.

It is fitting that this change in attitude toward the young driver should be reported in the pages of this magazine, for it was here also that there appeared one of the first stories on the bad accident records that young drivers were amassing. It is significant that one of the liveliest discussions of the recent annual Safety Congress was a panel on "Who Should Assume Responsibility for the Training of Young Drivers?" Parents, teachers, police, and traffic experts participated in the discussion.

At the end of a two-hour discussion this decision was reached: The responsibility

for the instruction of young drivers, particularly in law observance, belongs first to the home, and then to the school assisted by police, traffic, and other experts. This statement, and its actual application to local situations, is recommended for

consideration by the readers of CHILD WELFARE MAGAZINE.

prayer!

USES OF ADVERSITY

Is "the new leisure" is to be spent constructively in learning new vocations and avocations, suitable housing for this study must be provided on a much broader scale than exists at present. Neither one-room rural schools nor eight, ten-, nor twelve-room 1848 type buildings with nothing but three R classrooms meet this requirement. A modern educational program, whether for children or adults, demands — in addition to classrooms — auditoriums, gymnasiums, shops, domestic

science rooms, art and music rooms, science laboratories, and ample outdoor recreation space.

That all of these facilities and an enriched curriculum may be provided, at no greater cost—sometimes less—than the three R school in an 1848 type building, is shown by a recent nation-wide study made by the United States Office of Education.

Even rural communities can approximate this new type of school and, in addition, have adequate space for gardens and the care of domestic animals, provided they will consolidate a sufficient number of oneroom buildings to warrant the larger school plant. The most wasteful and least efficient school unit in America today is

> the one-room rural school. It is a second "ancient atrocity" whose passing good roads and new laws should expedite.

> The NRA has provided "the new leisure," the FERA and the PWA, both in cooperation with the United States Office of Education,

Office of Education, are providing instruction and, under certain limitations, grants and loans for school buildings.

If vision, initiative, and cooperative endeavor have been developed by the depression adequate to create a kind of school in which people of all ages, interests, and capacities may work, study, and recreate together under wholesome and stimulating leadership, many age-old conflicts, which were occupational and economic rather than personal, will disappear.

See the Stamp of Merit, on page 275 of this issue of CHILD WELFARE, for an index of interesting things available from our advertisers.

A MOTHER'S PRAYER

By REVAH SUMMERSGILL

To hold them close to me, yet not too close;
To guide and never hinder, never still
That restless spark of life beyond my own
That stirs within them, leads them where it
will.

To help them, and yet not to help too much;
To give myself unstintingly; to share
With them all dreams and beauty—make my
love
Grow wise for them. Dear Lord, this is my

A PARENT-TEACHER PROGRAM

5. THE PRACTICAL APPLICATION OF MENTAL HYGIENE

Ways of Using Mental Hygiene Principles During the Child's Formative Years

Parents are more and more showing an open-minded and eager desire to understand the causes of happiness and unhappiness, of efficiency and inefficiency. They realize that children stand in need of wise counsel and tactful treatment even when they are carefully protected. For those who have assumed the responsibility of rearing children the work which has been done during the last generation in the field of mental hygiene is a valuable guide. It is based on the careful observation and study of many children in their relationships with their parents, brothers and sisters, playmates, and schoolmates, to the end that trouble may be averted and that habits and attitudes may be built up which will lead to effective and happy adulthood.

Long ago psychology went into the schools. Then it appeared in industry. The world war brought it into the army. Now the rising interest of women in the efficient organization of their lives is bringing it into the home."—LORINE PRUETTE in The Parent and the Happy Child.

Singing of "The P. T. A. Song," by Allen Spurr.

Reading of Message from National or State President. (See this issue of CHILD WELFARE and current issue of state bulletin.)

BUSINESS MEETING (20 minutes)

Reports of secretary and treasurer; announcements; reports on projects begun at previous meetings; new business which cannot be done by Executive committee.

PROGRAM (30 minutes)

(In charge of chairman of Mental Hygiene or Program committee.)

TALK BY A STUDENT OF PSYCHOLOGY, A SOCIAL WORKER, OR MEMBER OF STATE CONGRESS COMMITTEE ON MENTAL HYGIENE: WHAT IS MENTAL HEALTH?

(Points to develop: the relative nature of mental health; early recognition of habits and personality traits which interfere with the happiness of the child; erratic school work an indication that the child is not enjoying good mental health; importance of learning to live in the world as well as learning the world we live in.)

"Mental health is a state of mind which permits an individual to approach his maximum of efficiency and to attain the greatest amount of

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THE NATIONAL PARENT-TEACHER MAGAZINE

happiness with the minimum friction."—Douglas A. Thom, M.D. Discussion.

References

- Fisher, Dorothy Canfield, and Gruenberg, Sidonie Matsner, editors. Our Children. New York: Viking. \$2.75.
- CHILD WELFARE MAGAZINE: "The Child's Home." Sidonie M. Gruenberg. This issue, p. 244. "Mental Hygiene and Education." Kenneth E. Appel. This issue, p. 228.

TALK BY A PARENT: THE IMPORTANCE OF OBSERVING MENTAL HYGIENE PRINCIPLES IN HABIT FORMATION.

(Points to develop: importance of earliest habits of feeding, sleeping, elimination; poor mental habits the result of neglect of these early physical habits; formation of habits of independence, motor coördination, and constructive play prevents shyness, temper tantrums, cruelty, and other undesirable mental traits later in life.)

"Learning, or the ability to form habits, lies at the basis of the parent's control of the child, and of the school's endeavors to prepare him for life. Good and bad habits alike are the product of learning, and the effective guidance of children depends in large measure upon a knowledge of the principles underlying the formation of habits. Many parents who think of learning as typical only of the school situation fail to see that learning begins at birth and that the parent is the child's first teacher."—John E. Anderson in Our Children.

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- CHILD WELFARE MAGAZINE. "The Child Learns to Do His Share." Blanche C. Weill, October, 1933, p. 60.

"Easy Cures for Misbehavior." Alice D. Kelly. September, 1933, p. 12.

"Efficiency in Childhood." Ethel B. Waring. February, 1933, p. 289.

SOCIAL PERIOD

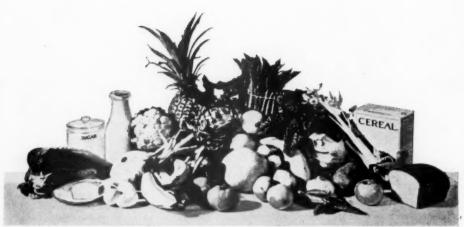
Parents visit with teachers.

Projects

Find out how unemployment of parents is affecting children in your community. (If you wish assistance, consult "Morale: The Mental Hygiene of Unemployment." New York: National Committee for Mental Hygiene, 450 Seventh Avenue. 25 cents.)

This program was outlined with the cooperation of Douglas A. Thom, M.D.

Next Month: Youth and Social Hygiene



Courtesy U. S. Bureau of Home Economics

BETWEEN MEALS

By MARION R. FARREN

ANY a mother weakens when Junior cries for something to eat between meals. No one likes to see children unhappy, and many seem to think that ice cream cones, lollipops, cookies, candy, and peanuts are an integral part of every child's heritage. To be sure, children are happy enough while we're indulging their palates, but along about supper time they're likely to be cranky and not want any cereal.

Among the concoctions that find favor with the younger set, candy ranks first in popularity. It is handed out as a solace for injuries, as a reward for work well done, and as an expression of love. Aunt Margaret brings a box when she comes for a visit and Uncle Ned sends one along as a birthday remembrance. The friendly neighbor considers a lollipop cheap pay for errands, and Grandma says a peppermint makes the saliva flow. The druggist is glad to give Billy a stick of licorice because he thinks it pleases his parents, and Mrs. Childless Wellborn buys him a chocolate bar because he's such a "precious voungster."

Candy and all the other innocent looking

tidbits that are handed out to children as between-meal snacks are concentrated foods and must be treated as such if we're to guard against serious digestive disorders. Their place is at the end of the meal, served as dessert and not sandwiched in between dinner and supper so that they satisfy the child's hunger but spoil his appetite for the foods he should have. Turn a deaf ear to the person who insists that Billy's desire for sweets is nature's way of providing for his growth; nature would be better pleased with a ripe tomato.

Some will argue that if Billy didn't need more food, he wouldn't be hungry. This may be partly right, but we must be careful not to confuse a bad habit with an effort on the part of Billy's body to guard against malnutrition. Children will eat when they won't do anything else, especially if they're tempted by something sweet. To be fair to Billy, we must make a careful study of his requirements and compare the amount of food eaten with the amount needed to keep him in good health.

For this purpose, numerical standards are valuable guides in determining the amount of fuel needed, but it must be remembered that they are generalizations and need to be thoroughly seasoned with common sense because the energy requirements cannot possibly be the same for all children, for the simple reason that all children are different. It is a mistake to expect Mary to gain weight on the same diet the doctor gave Ellen simply because they're twins. We must consider the individual temperament, rate of growth, activity, and state of nutrition as well as the age, height, and weight. The high-strung youngster who spends himself almost to the point of exhaustion may have a very active thyroid gland. This little gland acts like the draft in your furnace. When it is open, you get intense heat from the furnace, but you use extra coal. The same is true of the thyroid gland. When it is "keyed high," the child is very active, but this activity means a constant supply of fuel to provide for the extra energy. Such a child is slim and tall, but not necessarily sickly. When the thyroid is "keyed low," the child is slower and requires less fuel than his more vivacious brother. This child is usually stocky and good-natured.

The active child and the one who grows abnormally fast, as well as the little fellow who is recovering from the measles, need added calories to meet their individual requirements, but these conditions should not be used as an excuse for between-meal stuffing. Calories alone will not make healthy children. We must consider the body's ability to utilize them. Foods of a high fat or protein content are rich in calories but stay in the stomach a long time before being digested. The betweenmeal eaters of ice cream and pastry are still digesting their "treats" when Mother announces supper, so it's little wonder they have no appetite for their cereal and milk. These digestive upsets are a real menace to the health of the child. They lower the resistance of the whole body and, unless properly controlled, retard growth and mental development.

Even for the most active children, three meals a day are sufficient. An apple or an orange or a handful of dry cornflakes can be eaten in midafternoon without danger to their digestion, but more than this invites disaster. If Billy is not satisfied with this lunch, his diet is not adequate. Try giving him a little more dinner, but be wary about increasing his portion of meat because it seems to satisfy him. On the other hand, milk proteins are efficient growth promoters and have the further advantage of containing calcium and vitamins and being less putrefactive.

DESSERT should be simple but arranged so that it satisfies the natural craving for something sweet. plain custards, and tapioca puddings have more flavor appeal if livened up with a little fruit sauce. Stewed figs, dates, and apricots (puréed for the very young) are especially good for this purpose. Ladyfingers served with a few slices of ripe banana and plain custard sauce will please the sweetest tooth. The natural sweetness of fresh, ripe fruit makes it a pleasing confection and the child who has been trained from infancy to like it will not pine for candy. However, there is nothing harmful about serving a piece of good candy occasionally as dessert. Many mothers prefer to do it this way because it helps to establish the candy-dessert habit. sherbets and plain, home-made ice cream are also good ways of making milk attractively sweet. The home-made part is very important, for if you're not absolutely sure of the quality of your store ice cream, it would be wiser, for the children's sake, to make your own.

Many of the illnesses of childhood could be prevented if mothers would maintain the same thoughtful vigilance which they displayed during the child's infancy.

THINGS FOR IDLE HANDS TO DO

A Description of One Community's Experiments in Delinquency Prevention

By ALIDA C. BOWLER

TARENT-TEACHER associations in Los Angeles County, California, have recently been participating in a series of vigorous community attacks on the problems of delinquency prevention. A little more than a year ago the Juvenile Court and the Probation Department of Los Angeles County began to organize Coordinating Community Councils for this purpose. Other public and private agencies and organizations cooperated whole-heartedly. The parent-teacher units formed an important link in the work chain. In May, 1933, these councils were functioning in nine high school districts in the City of Los Angeles. and in fifteen smaller cities and towns in the county.

Each council seeks to provide an effective medium through which the community may do certain things: solve the behavior problems of its children in their earliest stages, before they become sufficiently serious to require the services of the Juvenile Court; strengthen home and community influences that shape personalities for responsible social living; eliminate influences that lead or drive young people to delinquency or crime: and coordinate the facilities of the state and the local community so that the unadjusted child may be sure to receive the benefit of all available service of which he may be in need.

The first councils dealt exclusively with individual cases of children presenting behavior problems. Each council was composed of representatives from the schools. the police, and the departments of welfare, health, recreation, and probation. Cases



Three boys who otherwise would find plenty of opportunities to into some of the more serious forms of mischief on the city streets find fun and healthful occupation at the Chicago Boys' Club

were referred to the council by any one of these agencies. The schools played an important part in discovering children in need of study and service. The proceedings of these case conferences were strictly confidential. No outside persons knew what cases were discussed or what action was taken. But each case was carefully studied and the entire resources of the community were then brought to bear on working out the child's problems. One council reported that out of fifty-six cases studied thirty-eight had been satisfactorily adjusted within a comparatively short time.

It was inevitable that this analysis of the problems of particular children, in practical fashion, should bring the council members face to face with the home and community conditions that lie back of delinquency, and with the lack of many sorely needed facilities for insuring the wholesome growth and development of children's personalities. To meet this call for action of a different kind the original councils expanded, both in membership and in program. The original group continued to carry on the individual case adjustment work as a Case Study committee within the larger council. A pamphlet describing in detail the work of these councils and their plan of organization has been published through the courtesy of the Rotary Club of Los Angeles. Copies may be procured (20 cents each) from the Los Angeles Probation Department, 139 North Broadway, Los Angeles.

THOSE responsible for the organization of the councils believe that claiming too much for a new project is one sure way of defeating its purpose. They prefer to wait for several years before making any specific deductions as to the part played by the councils in bringing about a reduction in juvenile delinquency in Los Angeles County. The number of petitions filed in Juvenile Court did drop 23 per cent during the last six months of 1932, as compared

with the same period in 1931. But so many other factors may have been at work that they feel it is impossible to say how much credit is due the councils. The founders of the councils have no hesitation, however, in expressing the greatest satisfaction derived from "seeing community after community face their responsibility to youth and childhood and settle down to an organized effort to meet that responsibility."

Enthusiastic workers describe an almost revolutionary change in many communities in the attitude toward the child in conflict with social standards and the law. He is no longer regarded as a nuisance, an outlaw in miniature to be tolerated until his behavior becomes too outrageous to be borne and then to be got rid of by being handed over to the court. He has been accepted as a definite offspring of the community, a product of the things the community has done, or has permitted to be done, to him, and of the things it has failed to do for him. Nobody's hand is against him; everybody's help is sought for him. When such communities now file petitions in the Juvenile Court it is with expressions of regret that they have been unable to solve the problems of this child of theirs without the aid of outside agencies.

Two case stories illustrate the diversity of the problems tackled. One council took on an eight-year-old boy who had been recommended for commitment to a state institution. He was a nuisance in school, annoyed other children, took things that did not belong to him, played truant, and was considered altogether incorrigible. As a first step the council asked for a more thorough home investigation than had been This was done by the probation department. Much additional material, of considerable import, was procured from the child's teachers. A plan was worked out through which a psychiatric social worker became a friendly adviser to both mother and teacher. The child began to

d bet he ns he un ushow improvement almost immediately, and there was every reason to believe that a satisfactory adjustment would be the final result of the treatment, without any court record or institutional commitment, and with the community taking care of its own.

The other case was that of a twentyvear-old boy who had been released from a state correctional school and was drifting back into his former "gang." Although he was doing well in his job, his leisure hours were unplanned and his natural craving for companionship and pleasure was threatening his whole future. A probation officer who had known him and wanted to help him asked the council for advice. The boy was interested in the Y but could not afford the membership fees. This problem was worked out through a half-rate membership offer from the Y and some work on the side to care for the remainder of the Another member of the council arranged to get him into a night baseball league. The boy was a fine player and this proved an effective tie-up for him. The city attorney, who was a council member, knew the lad's employer-a fellow-Kiwanian-and enlisted his interest. The employer allowed the boy an advance on his wages in order to help him get into some of these leisure-time activities. The gang cannot hold its own against the lively but wholesome associations which have been created by this thoughtful community cooperative effort, which imposed no program but simply met the boy's normal cravings and needs.

ONE of the biggest needs that became apparent early in the work was for more provision for constructive activities to fill the idle hours of children and young people. Practically all communities were "delinquent" in this field. Moreover, the councils were confronted by the threat of a decrease in such facilities for recreation

as did exist by reason of dwindling funds for community enterprises of that sort. This was accompanied by a sharp rise in demand for such services as the curve of unemployment rose precipitately and idle hours multiplied.

But Los Angeles County had a large work-relief program under way. seemed to council workers that many unemployed men and women who were unsuited to the manual labor that was demanded on most of these work-relief projects could, under competent leadership. render great service directing leisure-time activities of boys and girls. Many conferences were held and on June 28, 1933. plans were completed and accepted at a meeting participated in by representatives of the State Emergency Relief Administration, the Juvenile Court, the County Board of Supervisors, and the County Departments of Probation, Welfare, and Recreation. These plans have been put into effect as "Delinquency Prevention and Recreation Project No. 821." A brief preliminary report on the activities under Project No. 821, during the first weeks of its operation, July 10 to July 29, inclusive, contains some interesting facts.

The State Emergency Relief Administration approved the use of federal relief funds for the payment of workers to be employed on this project. The workers so employed were required to be persons who were eligible for county assistance through unemployment and the absence of income. The number of dependents determined the number of days' work per week, as in all other work-relief projects. Publicity was given to the preference that would be shown for workers who had had college or university training, experience in recreation or playground work, in teaching in community organization, in character building agencies, in occupational therapy, or in other forms of social work. Men and women were instructed to apply



© Ewing Galloway

Boys who have wholesome recreational facilities available seldom become problems of delinquency

to their nearest branch of the Bureau of County Welfare. From there they were sent to the offices of the County Recreation Department where they were interviewed by an experienced social worker. If found to be eligible for relief and to have some qualifications for work on Project No. 821, an applicant was directed to report to the nearest authorized project supervisor designated by the County Recreation Department. That supervisor made the final decision as to the applicant's qualifications for employment on this particular project, and if approval was given, the applicant was assigned to a definite job. All of the relatively untrained workers were assigned to experienced supervisors who gave them direction and help at all times, but particularly close attention during the first few days and weeks when they were meeting new problems and difficult situations at every turn.

The plans for work were outlined as follows:

1. Some workers were to spend their time on playgrounds, supplementing the services of the regular playground directors and directing group activities that could not have been provided without this help.

Some workers were to visit children and adults in their homes, acquaint them with the interesting activities going on, and invite them

to participate.

3. Some, especially in the congested areas, were to get acquainted with boys who were members of "gangs" and seek to redirect the gang's interests and activities.

4. Some were to build up new play areas, by finding, and securing permission to use, vacant lots, abandoned miniature golf courses, and other unused premises.

5. Some were to specialize in developing new indoor social centers in unoccupied buildings.
6. Some were to plan and supervise garden

projects.

7. Some were to organize study groups, especially along vocational or occupational lines.

Some were to be used in making surveys of neighborhoods to determine local needs.

The preliminary report shows that relief workers under Project No. 821 were employed on 252 playgrounds in 42 different communities throughout the county. There were 422 workers assigned to playground work and 118 to delinquency prevention. They had developed 63 new playgrounds in the 20 days covered by the report. They had made it possible for 182 already existing playgrounds to operate to capacity, when without their help the activities would necessarily have been tremendously curtailed and the hours shortened. The programs at the various centers had been enriched by 584 new activities originated and directed by the relief workers. delinquency prevention workers had made 2,633 home visits and 995 group contacts. bringing thousands of young people into touch with the new opportunities for wholesome fun and developmental activities. Special attention had been given to enlisting the interest in these group-play activities of children known to be unstable and to have definite behavior problems. Their names had been submitted confidentially by school counselors and social case-workers. The directors of the project are tremendously enthusiastic about this phase of the work, and about the response the workers are meeting from both parents and children.

The report is full of interesting sidelights on the experiment. One director of recreation in a medium sized city reports that he had been quite doubtful as to the possibility of using "relief workers" but made up his mind to try it out and "not expect too much." At the end of twenty days he stated that only one out of the forty-three workers sent to him had proved unsuited to the work, that the others had adapted themselves to the situation admirably, and that in some cases a natural aptitude for playground work had been manifested.

Another supervisor comments as follows: "Many of my workers are so enthusiastic that they continue working even though their work orders expired, and expect no recompense outside of their personal pleasure in doing good for the community."

One of the relief workers reports that the "roughnecks" in his area are interested in forming an amateur athletic club, with baseball, boxing, basketball, tennis, handball, and several track meets for the summer program, and football, boxing, wrestling, dramatics, and "assistant police" for the winter. This is an industrial area where boy "gangs" were frequently the cause for complaint from property owners, and where "the police did not seem able to cope with the situation"! Not repression, but opportunity for exuberant expression in harmless ways was the need of those lads. One worker had discovered "several fine voices and could organize a glee club and orchestra that would surprise you within a week or two."

Experiments of a similar nature are being carried on in a number of communities in different parts of the country. There is no doubt but that similar needs exist in every city and town. That need is the greater by reason of the NRA program, which gives to adults the jobs formerly held by thousands of boys and girls. Communities have a vast moral obligation to meet in relation to these children who had been permitted to go to work too soon. They must be reabsorbed in constructive educational and recreational activities. If funds to provide teachers, athletic directors, and social center supervisors on a regular full-time salary basis are lacking. work-relief service offers a possible solution.

Participation in community planning and action of this kind offers one of the finest possible opportunities for parentteacher associations to serve youth.





In the usual order:
Mrs. Fred Dick,
Honorary VicePresident; Mrs.
Fred M. Raymond,
Acting Chairman
of Founders Day;
Mrs. David O.
Mears, Honorary
Vice-President and
Chairman of Founders Day,
N. C.
P. T.

ECHOES FROM FOUNDERS DAY—1933

By MABEL K. RAYMOND

Like the leaves dropping from the trees in autumn, the pioneers in any great movement pass from visibility. But it is the pioneer personality which gives the roots of the movement strength to bear the heavy burdens of a rapidly developing civilization."

Each year parent-teacher members and friends set aside a special time to honor the memory of the founders of the National Congress of Parents and Teachers and to take stock of their own objectives, aims, and accomplishments. There is no finer guide than that used by our founders, Mrs. Theodore Birney and Mrs. Phoebe A. Hearst: "To cure is the voice of the past; to prevent, the divine whisper of today." Throughout the year our programs, our activities, and our objectives express this thought. Its clearest expression, however, is through our tireless effort

for the well-being of children, all children, everywhere.

Each February, the Congress birthday month, we present special programs to honor our founders and those pioneers in every section of the country who have through their lives and their words interpreted for us the foundation principles of our Congress. Presented here are outlines of two programs which were carried out last year. They have been adapted for similar programs to be given this year. The favored plan is that which centers about the birthday cake and candles. It is one much loved through the years.

"The Ideal P. T. A. Birthday Cake" presents a new version of this candle lighting ceremony and can be easily and effectively presented by any parent-teacher group as a part of a Founders Day celebration. This was presented in Illinois.

The Ideal P. T. A. Birthday Cake

GIRL. Oh, Mr. Baker, what are you making?

BAKER. A birthday cake.

GIRL. Whose birthday is it? Who is to have it?

BAKER. Why, this is the birthday of the National Congress of Parents and Teachers and I have been asked to bake a cake in observance of their thirty-seventh anniversary. It is the queerest recipe I ever saw. I wonder if you would like to read it to me so that I may be sure to get in all of the ingredients.

GIRL. Most assuredly, Mr. Baker. I have always wanted to be a cook. (As she reads, twelve other children pantomime putting in the ingredients, using cup, spoon, or other utensils mentioned.)

BAKER. Very well, begin.

GIRL. To one cup sweetening,

Love of parent and teacher for every child, the motive of the P. T. A.,

Add one-half cup shortening,

Altruism—Altruism, devotion to the interest of others with no thought of personal glory.

Two cups thickening,

Faith—Faith, this must be abiding and stand for faith in the principles of our work.

For rising, we shall use one teaspoon each.

Enthusiasm and Efficiency—Enthusiasm and Efficiency, necessary in every phase of P. T. A. work.

For the liquid, one cup

Optimism—Optimism, that which helps us to see the best in everybody and everything.

Bake in an oven of even temperature.

BAKER. This is to be a layer cake, I believe. Of what does the filling consist?

GIRL. One cup each.

Harmony—Harmony, as necessary in life as in music.

Understanding—Understanding of one another and our aims.

Tolerance—Tolerance, the foundation of our civilization in America.

These have proved to be an ideal combination.

BAKER. Now we are ready for the icing.

GIRL. To one pint of special preparation,

Justice—Justice, assured to all groups who abide by our National principles.

Add the required amount of liquid,

Youth of the Land—the Youth of the Land.

And flavor with

Perseverance — Perseverance, which brings that success for which all P. T. A.'s are striving.

Mr. Baker, I do want so much to see your cake when it is finished. Please show it to us.

ALL. Yes, please do, Mr. Baker.

Baker. Delighted, I assure you. (Lifts box which has kept cake hidden and exhibits the prettily decorated cake with thirty-seven candles.)

GIRL. That is like the P. T. A. motto

What we admire we want;

What we want we go after;

What we go after we get;

What we get is ours to give to our community.

(Enter the President and Childhood. The President lights the two candles on either side of the cake.)

PRESIDENT. It is with a deep reverence and a profound admiration for the founders of that great organization, the National Congress of Parents and Teachers, the largest group of volunteer workers in the world working solely for the welfare of children, that I light these candles in honor of Alice McLellan Birney and Phoebe A. Hearst. As we light these candles down through the years, let their gleam shine

THE NATIONAL PARENT-TEACHER MAGAZINE

afar. Thus may we show the brave founders that we know their purpose and are pledged to fulfill their dreams.

CHILDHOOD. I am Childhood, listening always to the voice of the world about me and following the paths that are lighted before me. I shall be the citizen of tomorrow. Will you, mothers and fathers and teachers, give to me the chance for sound health, a wholesome home life, the gift of learning, the chance to choose my

Characters:

Mrs. Alice
McLellan Birney
Mrs. Phoebe
Apperson Hearst

Mrs. Alice
parent - teacher
movement

Mrs. David O. Mears—Originator of Founders Day

Any Mother—The leader of any local Congress unit

Any Mother's Daughter—Six years old Any Mother's Son—Eight years old

This Founders Day birthday cake, served by the Manchester Village, Vermont, P. T. A., has a foundation of marble cake, buildings of loaf cake, windows and covered bridge of sugar wafers, rocks of crystallized ginger, water of turkish paste, path and road of brown sugar, trees of twigs in sugar-crystal coating, lamp posts of blue candles, shrubs of tips of evergreen twigs



work wisely, and the spiritual vision that will assure me an honest relationship with my fellowmen and God?

Audience sings "My Tribute."

Properties required: Two mixing bowls, one larger than the other, and mixing spoon for baker. Box to cover birthday cake. Cook book for girl.

T

A NOTHER favored type of program is that which is centered about the lives of our founders and their dreams for childhood. "A Dream of the Past, a Glimpse of the Future," emphasizes their dreams and ideals most effectively.

A Dream of the Past, A Glimpse of the Future

Time: The present.

e

Place: Any Mother's home. Scene: A modern living room.

January, 1934

ANY MOTHER. (Entering, nervous and worried.) This P. T. A. work has got me into such a state I cannot see my way clear to go on. So much to do, so many things to think of. (Desperately) How, oh, how, am I to be the leader of our group and do the things that are simply begging to be done? I am utterly exhausted. I don't see how I can find the energy to go on with the work. (Turns the lights low, lies on couch or reclines in chair, and in a moment is fast asleep.

Enter Mrs. Birney and Mrs. Hearst in costumes of about 1900, arm in arm, conversing in an undertone. Stage is just light enough to permit characters to be clearly seen. A soft light burns beside Any Mother. Mrs. Birney and Mrs. Hearst seat themselves at small table. Mrs. Birney opens book and glances through several pages. Mrs. Hearst settles herself comfortably as for a friendly

visit. Mrs. Birney reads softly but very distinctly from her book.)

MRS. B. "Washington, D. C. February 17, 1897. On this date was the first meeting of the Mothers' Congress." My friend, do you remember the wonderful ideals that group of mothers brought to us, the inspiring thoughts they left with us? Perhaps we may even yet have the joy of seeing every child in this great nation of ours educated and given the opportunity God intended him to have.

MRS. H. Yes, I certainly do remember. Everyone had the vision of a brighter future for the youth of the nation through the fuller understanding of every factor entering into the education of the children. There are so many avenues open to us to help these ideals become realities. We are unlimited in our opportunities. Let us make the most of them.

(Enter Mrs. Mears also in costume of 1900, as Mrs. Birney and Mrs. Hearst are speaking. Mrs. Birney and Mrs. Hearst move as to rise.)

MRS. M. Please do not get up. I will take this chair. (Takes chair to right of MRS. HEARST.) Just think what our Mothers' Congress may bring about! An education for every child, special training for those who are handicapped, and a close, understanding tie between our schools and our homes.

Mrs. B. The future holds unlimited opportunities for us all to work together. We shall live to see from this beginning not only a national movement but a world movement for child welfare.

Mrs. H. Splendid! As you have so truly said, "the love of childhood is the tie that binds us in holiest purpose."

(MRS. BIRNEY, MRS. HEARST and MRS. MEARS leave the stage. Any Mother wakes and looks in a wondering manner toward the table where the three were seated. Turns light brighter.)

ANY MOTHER: What a dream of the

past that was! And how foolish I was to feel I could not go on. They, in spite of obstacles, have builded a perfect foundation for a good and beautiful force in the lives of our children, parents, and teachers. We cannot in justice to ourselves fail to hold high the torch of our ideals, that its light may shine down the pathway of the future.

(As ANY MOTHER speaks, Boy enters right and GIRL enters left and stand at her side.)

ANY MOTHER. (A hand on the head of each child.) May our ideals ever lead us higher and bring to our children the best, the truest, the most perfect lives possible.

(Off stage a quartet sings "The Mother's Hymn," as curtain falls.)

3

Founders Day Pageants

The Spirit of the Congress. A pageant symbolizing the spirit of the National Congress of Parents and Teachers. Written by May E. Peabody especially for the tree planting ceremony of the National Congress Convention at Seattle.

Founders Day Ceremony. A tribute to each National President.

The Spirit of Founders Day. Typical home scene; a parent-teacher meeting with "Spirit of Founders Day."

Founders Day Pageant. Presentation of the various departments of the Congress—National, state, and district, council, local—and their answers to the call of childhood.

Founders Day Playlet. Presentation of organization ideals with talks in acrostic form spelling Birney-Hearst.

The Gift Bearers. A candle lighting pageant.

Presentation of the work of the National committees. For councils or large units.

This Is the Oak Tree. A short, effective explanation of the structure of the National Congress, presented by a pageant of children.

The Beautiful Ideal. A pageant introduced through the use of an improvised microphone in a Founders Day ceremony.

Candle Lighting Ceremony. Fine sentiment, simply worded.

This material is mimeographed. Copies, at 5 cents each, 6 for 25 cents, may be secured from the office of the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C.



Edited by Helen R. Wentworth, 143 Cliff Road, Wellesley Hills, Mass.

P. T. A. PRINCIPALS

Massachusetts

We have in Massachusetts a school principal who is 100 per cent parent-teacher minded. We sometimes call her "Exhibit A" because so few teachers seem to have her vision. She tells us that she expects her teachers to give out the notice of a parent-teacher meeting with so much enthusiasm that every child will carry some of it home. Here are two ways of doing it:

One teacher says, "Children, you may copy the notice on the board and take it home"; or, casually, "Tell your mothers there is a parent-teacher meeting tonight."

The other teacher says, "Children, I have something very interesting to tell you. Every eye this way. Listen with both ears. Are you ready? There is going to be a meeting here, in this schoolyour school-for your mothers and fathers tonight, and you must invite them to come. The teachers will be here and I want to shake hands with the mother and father of every child in my room. The parentteacher association meets to make plans to make children happy, so be sure to talk about it at home and ask Mother and Father to come. Tell them there will be something good to eat."

Another enthusiastic school principal has nine sheets of paper ready at the first meeting in the fall. On these sheets are the names of all the pupils in the different rooms, with the names and addresses of the parents. One sheet is given to each of the nine room representatives. Each one checks the names of parents who are already parent-teacher members, and then sees that every one of the others is invited to join.—ADA L. Webber, Executive Secretary, Massachusetts Parent-Teacher Association, Boston.

COOPERATIVE RECREATION

New York

At the invitation of the Westchester County Recreation Commission, leading educators met last January in White Plains to consider the social service which the schools might render their communities, especially to unemployed youth. Projects already undertaken were outlined, with a view to coördinating social agencies and facilities and increasing the possibilities for effective, constructive effort.

A representative of the Metropolitan District Board of the New York State Congress of Parents and Teachers attended this conference and offered the services of parent-teacher associations in giving publicity to school activities in this field, and in securing public support for this endeavor. To this end, local units in the district have been requested to investigate the recreational and vocational programs in their own communities, with the idea of supplementing and augmenting them wherever necessary and of obtaining volun-



Some of the members of the National Executive committee which met in September in Washington. Back row, left to right Mrs. B. F. Langworthy, Miss Charl Williams, Mrs. J. Sherman Brown, Dr. Wm. McKinley Robinson. Front row, Mrs. B. I. Elliott, Mrs. Hugh Bradford, Mrs. B. C. Hopkins

teers among qualified parents to lead classes. It was the consensus of opinion that although the present emergency requires immediate measures, recreation is and should continue to be an integral part of the school's program.

In general, each town reported that school playgrounds and gymnasiums were open to the public without charge, and that extensive athletic and social programs were being carried out, usually under the supervision of the Board of Education or the Recreation Commission. Night school courses were available in many centers, and teachers generously acted as volunteer instructors.

The response everywhere has been large. In Yonkers a survey of 4,000 people in an athletic program revealed 2,500 unemployed. It was suggested that the vocational classes be adapted to the type of unemployment most prevalent in any locality and to the specific needs and desires of the group served.

The outstanding result of the meeting was the conviction that since the school has the physical equipment and the personnel to undertake these recreational functions, it must render this community service now and in the future, and that the activities inaugurated in this emergency shall continue and in-The parent - teacher crease. associations are peculiarly fitted to further this project .- MRS. TRISTRAM W. METCALFE. 21 Puritan Avenue. Colonial Heights, Tuckahoe.

FINANCIAL PLANS

Indiana

In the fall of 1932 the Columbia-Riley Parent-Teacher Association, pioneer organization of its kind in Anderson, found that the money in its general fund and in its milk fund was tied up in a defunct bank. The demand for the use of both funds was acute, with at least 10,-000 bottles of milk needed, and a diphtheria epidemic in the district. The raising of money was put on a business basis, and within a month \$250 was pledged or given for milk needs, and enough money had come in from a cafeteria supper to secure antitoxin treatment for 457 pupils. The rest of the year was devoted to real parent-teacher meetings and no further money-raising efforts were made.

Things are a bit easier this year, since we have the money that was tied up in the bank and a little surplus from the milk fund. But we have learned the advantage of meeting our financial needs early in the year. When our first report cards went out, the milk fund campaign was out of the way. Our cafeteria supper—on the same day—replenished the general fund. Our membership work is nearly completed. All this means that our business troubles are out of the way at the time of our second meeting. From November 1 to the end of the P. T. A. year we shall not spend an hour talking finances.

The method of collecting money for the milk fund is interesting and business-like. Notices and pledge cards are distributed by some of the school children to each house in the district. The pledges are collected the next day, and if they are not paid in full at that time, weekly collections are made by the children. These pledges are paid weekly in pennies, nickels, or dimes for the most part.

The printing of the milk fund publicity, of pledge cards, and of notices of the meetings of this association is donated.—
E. J. RONSHEIM, 1102 West Sixth Street, Anderson.

COUNTY CONFERENCES

Vermont

In addition to a fall convention, the Vermont Congress had fourteen one-day county conferences. When they were held, the state president had just returned from the National Board Meeting in Washington, so that meeting was interpreted at the county meetings and much time was also given to explaining Congress publications, program planning, and parent-teacher technique. At one of these county meetings, sixteen associations were represented.

In October a Child Development and Parent Education Conference was held at Bennington College and the Vermont Congress was one of the sponsors. The state chairman of study groups was active in planning and carrying out the conference.

A section called "Around the State with the P. T. A." appears every Monday in various papers throughout the state and serves as excellent regular publicity. A state bulletin is published four times a year.—Mrs. F. Donald Carpenter, 28 Kingsland Terrace, Burlington.

For further information, consult the authors of these items.



Photograph by F. A. Uhrich

The superintendent of schools at Hamburg, New York, examines the card file to locate a costume for a special assembly. Members of the P. T. A. select and press some of the needed costumes

CONGRESS COMMENTS

The National Congress of Parents and Teachers was represented through Mrs. Robbins Gilmon, chairman of the Motion Picture committee, at the meeting recently called in Washington, D. C., by Dr. George F. Zook, United States Commissioner of Education, and the Payne Fund Foundation, which has financed research on the subject of motion pictures, to discuss motion picture appreciation. In addition to the nine national organizations represented, five state departments of education sent delegates.

Dr. Ada Hart Arlitt, chairman of Parent Education; Mr. B. H. Darrow, chairman of Radio; Mr. J. W. Faust, chairman of Recreation; and Mrs. B. F. Langworthy, First Vice-Pfesident of the National Congress, are members of a special committee serving under the Second Vice-President, Mrs. Frederick M. Hosmer, as chairman, which is working out a series of twelve weekly half-hour radio programs on parent education. These programs will be broadcast by the National Congress through the facilities of the National Broadcasting Company and the Columbia Broadcasting System beginning this month.

Mrs. Ella Caruthers Porter, Honorary Vice-President of the National Congress; Mrs. Noyes Darling Smith, chairman of Citizenship; and Mrs. C. E. Roe, Field Secretary, represented the National Congress of Parents and Teachers at the Texas Convention which was held in Sherman. Mrs. Roe recently conducted five district conferences, which were held as part of the observance of Parent-Teacher Week in Wyoming.

Elections were held by the following states at their fall conventions, and we greet the new presidents who, by virtue of their office, have now become members of the National Board of Managers.

Iowa—Mrs. Charles F. Pye, Des Moines. Massachusetts—Mrs. Paul H. Kelsey, Brookline.

Missouri-Mrs. Warren L. Mabrey, Cape Girardeau.

Ohio—Mrs. Emmet C. Stopher, Kent. Oregon—Mrs. William Kletzer, Portland. Tennessee—Mrs. George E. Oldham, Knoxville.

Virginia-Dr. W. T. Sanger, Richmond.

Miss Mayme E. Irons, chairman of the Committee on Music, National Congress of Parents and Teachers, announces to local associations the lists of numbers for Mothersingers Choruses to be used at the National Convention in Des Moines, May, 1934. Following are the numbers which will be sung:

"Mothersingers," by Bronson. No. 5479, Willis Music Co. 15 cents. "Panis Angelicus," by Franck. No. 13651,

"Panis Angelicus," by Franck. No. 13651, O. Ditson. (Use English Text.) 15 cents. "Lullaby," by Ferrari. No. 114, H. W. Gray Co. 15 cents.

"Apple Blossoms," by Lester. No. 7299, White-Smith. 12 cents.

These numbers are available at the following music houses:

Gamble Hinged Music Co., 228 S. Wabash Avenue, Chicago, Illinois.

Avenue, Chicago, Illinois. G. Schirmer, Inc., 3 East 43rd Street, New York City.

Chas. E. Wells Music Co., 1616-26 California Street, Denver, Colorado.

Woods Music Co., 1421 3rd Avenue, Seattle, Washington,

The Fathersinger Chorus movement is growing in scope and should receive attention from National, state, and local leaders. The following list of four numbers makes a delightful program:

"Song of Friendship," Netherland Folk Song, by Randolph. No. 14401, O. Ditson. 15 cents.

"Song of the Road," by Protheroe. No. 4006,

Fitzsimons. 15 cents.

"Passing By," by Purcell-Pitcher. No. 145,
Laurel-Octavo-Birchard. 5 cents.

Laurel-Octavo-Birchard. 5 cents.
"Hats Off," by O'Hara. No. 1128, Chappell.

These numbers may be secured from the Educational Music Bureau, 434 S. Wabash Ave., Chicago, or from any music dealer.

Mrs. Arthur C. Watkins, Secretary of the Education Division of the National Congress, is recovering from injuries received in an automobile accident.

Mrs. B. F. Langworthy and Mrs. J. K. Pettengill have been elected directors of the Child Welfare Company.

There will be a meeting of the Executive committee of the National Congress in January.

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January, 1934

WISE PUBLIC ECONOMIES

bureau and stop every civil function of the federal government—with the exception of construction, relief, loans for ship building and the federal farm board—and still reduce the federal budget only 8 per cent. The complete cost of the legislative, judicial, and executive activities of the federal government absorbs less than two-thirds of 1 per cent of the total federal budget. Almost three-fourths of the expenditures of the federal government are absorbed by our military costs and obligations growing out of past wars.

"It simply is not the scientific, social, and educational services of the nation that create the real tax burden that bends the American back. And yet, throughout the nation, we are trying to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world. We slash scientific bureaus. We trim down our support of social services and regulatory bureaus. We squeeze education. We fire visiting nurses. We starve libraries. We drastically reduce hospital staffs. And we call this economy, and actually think we are intelligent in calling it that.

"Real economy waits upon far-sighted statesmanship that will effect deepgoing local, state, and national, as well as international reforms. Indiscriminate budget slashings may set us back socially for a generation. Now is the time for all administrators of public services to search their programs for every possible readjustment toward simplification that will reduce costs without reducing the quality of essential service, and, with that done, to fight manfully to draw the distinction between real and bogus economy in public services."-GLENN FRANK, in the Wisconsin Journal of Education.

An Important Book
for Parents and
Teachers

GOOD EYES FOR LIFE

By Olive Grace Henderson and Hugh Grant Rowell, M. D.

This book covers thoroughly all the meritorious principles and methods for protection and promoting good eyesight. Further, it demonstrates how these principles may be applied in the home and at school. It is of particular value to parents and teachers in showing how to protect children from eyestrain. "Up-to-date and authoritative."

—New York Times. Illustrated. \$2.00.

D. APPLETON-CENTURY CO. 35 West 32nd Street, New York

PARENT-TEACHER ASSOCIATIONS:

Please send to

CHILD WELFARE MAGAZINE, 8 Grove Street,

Winchester, Massachusetts.

accounts of any interesting and helpful ways in which you are using CHILD WELFARE, the National Parent-Teacher Magazine. We are sure that you will want other associations to benefit from the uses which you have found particularly rewarding.

The best of these accounts will be published, with due credit, of course, to the association sending them in. We cannot promise to return any of the manuscripts which are not used.

January, 1934

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MENTAL HYGIENE AND EDUCATION

(Continued from page 232)

quietly, along the lines I have suggested, in the course of a number of years results have been gratifying. So, no matter how bad situations may appear, it is worth trying modestly and quietly as indicated, promising nothing, but hoping. We do not get angry at a child for having a fever, mastoiditis, or appendicitis. As adults we should not get angry at many delinquencies and behavior disorders. The child is not alone responsible in the majority of cases. It is the social model that society has presented to him that is often at fault - and we must often substitute a social model or try to alter the one he is living with. I know in many cases our method will fail but the other method fails, also, and when it does it leaves a child revolting more against authority than he did before, and that means more antagonism to the state when he is grown.

So, in thinking of delinquencies in school children we must not take their attitudes personally. Even if they steal from us it is probably because they want something from somebody else. We are merely the substitutes. We must try to discover who that other person is that the child takes us for. If it is possible to alter that original

adult's attitude and relationship to the child in order to build up trust and confidence, well and good; if not, we must look for someone else who can fulfill that function.

The neurotic lives in a marked instability between the primary instinctive urges and his social attitudes. He makes unusual compromises between them to reach a balance. The delinquent is deficient in social attitudes; he is lacking these controlling forces in his personality which he should have adopted by imitation from his parents. He therefore needs something to emulate—inspiration, sympathy, a friend, rather than the hostile attitudes that are so common.

One final point. When we run into sporadic distressing difficulties in the behavior of our children, we need not become disheartened if the lives of the parents have been satisfactory and happy. If they have come through, plugged along through thick and thin, stood up courageously under the bludgeonings of fate, and done their part without excessive reactions of despair, depression, cynicism, or antagonism to all that is - then the child in the majority of cases will come through all right. For his background is the thing that is important, not his present excesses, exaggerations, or difficulties. The happy and successful lives of parents is the best guarantee of wholesome childhood and successful adulthood - not the amount of money in the bank.

BULLETIN BOARD

January 16—Beginning of Congress Broadcasts January 17-23—National Thrift Week January 27-29—Child Labor Day

What Do You Think?

The following questions are answered in this issue of CHILD WELFARE. To verify your answers, turn to the pages whose numbers are given in italics following the questions.

- 1. How may a child's unhappiness at home and a distrust of his parents affect his school life? 232.
- 2. What is a good method to use in teaching children to manage their money? 235.
- 3. How can parents keep the confidence of adolescent boys and girls without seeming to pry into their affairs? 240.
- 4. In what ways can the home assist the school to bring about better conditions for children? 241.
- 5. Why is it important for even a small child to have a place of his own in which to work and play? 244, 246, 247.
- 6. Who should assume the responsibility for the training of young drivers? 252.
- 7. Why is it harmful for children to eat between meals? 256.
- 8. How can one get a sixteen-year-old girl to assume responsibility when she has never done so? 276.



Hear the Byrd Antarctic Broadcasts!

DON'T miss radio's most spectacular achievement—the two-way broadcasts from and to the Byrd Antarctic Expedition.

A rare combination of adventure and drama, with genuine educational value, this program has been widely endorsed by educational leaders. A program that should be heard by every man, woman and child in America. Every Saturday over the Columbia Network at 10 P. M. Eastern Standard

FREE! A map of the Antarctic on which children can follow the Expedition's course—a map so beauti-ful you'll want to have it framed. Full details given in each broadcast.



Burpee's Giant Zinnias 3Pkts for IOc

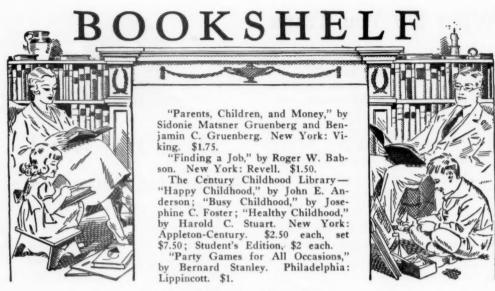
Three beautiful Giant Mammoth Zinnias, one full-size packet each of Scarlet, Yellow, and Rose (regular value 30c) postpaid for only 10c. Don't miss this remarkable "get-acquainted" offer. Send 10c today.

Burpee's Garden Book FREE, World's greatest garden guide describing all hest flowers and vegetables. Burpee's guaranteed seeds, Lower prices, Write for free BOOK today, W. ATLEE BURPEE CO., 218 Burpee Bidg., Philadelphia

The National Congress of Parents and Teachers, through the courtesy of the National Broadcasting Company, will present certain phases of its educational and service program in a series of broadcasts during the winter. These programs will be sent over the basic red network with WEAF as the key station. They are offered to as many supplementary stations as may be able to carry them at the particular hour, 3:30-4:00 p. m., E. S. T.

The series will be introduced by the National President, Mrs. Hugh Bradford, on Tuesday, January 16, and will continue for twelve Tuesdays during the National Radio Review.

January, 1934



By WINNIFRED KING RUGG

DARENTS, CHILDREN, AND MONEY, by Sidonie Matsner Gruenberg and Benjamin C. Gruenberg, whose writings must already be known to those who read at all in the field of child training, deals in a thoroughly practical way with the orientation of children in respect to money. It is based on the simple assumption that "if the child is to learn to handle money, he must have money to handle." The authors expect children to participate increasingly in family councils concerning major financial problems. A great number of concrete problems are discussed: Shall a child be fined for bad conduct or poor school work? Shall he be paid for doing good work? Shall he be required to pay his way through college? Shall his spending be controlled by his parents? What shall he be taught about borrowing? In general the emphasis is put on "good management" and avoidance of waste. This means thrift in a real sense. The book is thoughtful, provocative of discussion, and "new" in that it takes cognizance of changing economic

When Youth Looks for Work

Roger W. Babson, head of the Babson Institute, and economic expert, has written his book, Finding a Job, to help young people find work. He believes that the most promising field is business rather than the professions or the production of raw materials. As practically as possible and with common sense backed by wide experience he tells young men and women just how to go to work to get a job in business. How to find out where there may be a job, how to write a letter of application, how to acquire a special qualification for a special job, how to hold a job—these are concrete subjects in his timely book. It has also a direct and

valuable relation to the subject of thrift, for there is an entire chapter on the danger of debt. Mr. Babson insists that the main factor in determining whether one will become an employer or remain forever an employee depends primarily upon whether something is saved out of each week's pay.

A Three-Volume Library on Childhood

An outgrowth of the White House Conference on Child Health and Protection, held in 1930, is the Century Childhood Library. The purpose of this set of three volumes is to express the scientific findings of the conference and other data in terms convenient for the untrained parent, and also for the teacher and the social worker. The general editor is John E. Anderson, who was White House Conference Chairman of the Committee on Education and Training of the Infant and Preschool Child, and is Director of the Institute of Child Welfare at the University of Minnesota.

Dr. Anderson himself wrote the volume entitled HAPPY CHILDHOOD; BUSY CHILDHOOD is by Josephine C. Foster, Principal of Nursery School and Kindergarten and Professor of Child Welfare at the University of Minnesota; and HEALTHY CHILDHOOD is by Harold C. Stuart, M.D., Assistant Professor of Pediatrics and Child Hygiene, at the Medical School and the School of Public Health at Harvard.

HAPPY CHILDHOOD is concerned with the development and guidance of children and youth. The author deals with the child's development from birth to maturity as a continuous process in which each stage bears a vital relation to that which preceded. Habits, impulses, and environment make successive and sometimes conflicting demands upon the child; and in order

that parents may meet their responsibility for giving the right help at the right time, this book presents a practical manual based on an intelligent study of the latest available findings.

Similarly, Busy Childhood is a manual for dealing with the activities of children, princi-pally emphasizing the importance of play in a child's life. It follows a roughly chronological order and describes the kind of play suited to successive years from babyhood to adolescence.

HEALTHY CHILDHOOD is a guide for the physical care of the child, with the emphasis placed on the prevention rather than on the cure of diseases.

Each volume is complete and contains its own detailed index, followed by a brief combined index for all three.

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PARTY GAMES FOR ALL OCCASIONS, by Bernard Stanley, is a useful little book for the indoor season of sociability. It contains a large number of games and competitions for grownups and for young people; conundrums; and a collection of puzzles, magic stunts and card tricks, charades, and brain posers.

The National Child Labor Committee, 419 Fourth Avenue, New York City, offers to send, free, publications and posters for use in Child Labor Day programs.

STAMP OF MERIT

The appearance of an advertisement in CHILD WELFARE is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of CHILD WELFARE. The italics refer to free material which they offer:

	PAGE
D. Appleton-Century Co	271
W. Atlee Burpee Co. Garden Book.	273
Byrd Antarctic Broadcasts. Map	273
Grolier Society, The. Booklet 4th (Cover
Sight Light Corporation, The	275
I	

In writing to advertisers, please mention CHILD WELFARE MAGAZINE

THE SIGHT METER



At last—an instrument to measure light and safeguard your child's eyesight.

The Sight Meter indicates the minimum amount of light your child needs for every seeing purpose, just as the thermometer indicates healthful room temperatures.

The Sight Meter provides you and your association with a simple means of checking the seeing conditions in the school and home.

It is an adaptation of the famous Weston Photronic battery-less photo-electric cell, and is so simple to read that even a child can understand it.

A special program has been developed which includes a book covering its use in the school and home. We shall be glad to furnish this information upon request.

THE SIGHT LIGHT CORPORATION

Chrysler Building

New York

New York

January, 1934

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THE QUESTION BOX

Question — What makes a child absent-minded?

"Absent-mindedness" is one of those easy, vague terms by which we refer to something that we find annoying. It has many different

One very common kind of absent-mindedness occurs, let us say, in the schoolroom, when a child's studies are not of a nature to interest him, and when his mind is full of prospects. Just before October 1, a boy's mind may be intent upon the duck-hunting trip his father has promised. He is not "day-dreaming," in the sense of dallying with wishes which may never be fulfilled, but is actively thinking out the problem of how to pack his decoys, blankets, etc. A little girl who was known as very absentminded at school was "all there" when Italy was being discussed, because she was so interested in the city whose name she bore—Florence.

In the schools where there is less of routine, of sitting at desks, and where studies are pursued in an informal rather than a formal way, there is a marked lack of this kind of "absent-mindedness."

The child who is so absent-minded that he does not hear us when we speak to him is another variation. All too often he has been called and reprimanded, and has had suggestions made so often that his failure to hear is a defence against unnecessary interruptions. It is common for grownups to act on the blandly thoughtless assumption that children's concerns are of less importance than their own, and to feel free to call them, to admonish or instruct them regardless of what they may be doing. When this is the case the child becomes what we call "negatively adapted" to the sound, let us say, of the mother's voice, just as we become negatively adapted to the roar of the elevated. or the splash of waves on a shore, depending on which we live near. Negative adaptation is a very useful thing, because it makes it possible for us to free our minds from some of the things that would, if constantly attended to, distract us from those on which we need to concentrate. We can adapt ourselves to a certain extent to noise, to bad weather, to discomforts of many sorts that would make us quite miserable if we allowed their picayune annoyances to command our attention. But the sound of our voice is hardly a thing we want our children negatively adapted to-and the way to prevent the occurrence of this phenomenon is, of course, for us not to talk too much!

Absent-mindedness which betokens a child's retreat from the world of reality is, of course, serious in that it means his daydreams, in which he can take refuge when things get unbearable, are more satisfying than his real world. In such instances we must study the child's needs, and find out where the pressure is that is making him feel he must escape. Perhaps he is playing with older children who dominate him. It may be that he is aware of tensions between his father and mother that worry him unless he loses himself in a book. Perhaps his school work is too hard. In any case, the absent-mindedness itself is not what we want to go after, but what it suggests.

Question—My husband is disappointed because our boy seems to have no liking for collecting stamps, a hobby in which he himself has always been keenly interested. Why is it our son seems almost antagonistic toward the idea?

Hobbies, you might say, are born, not made. It is not at all to be expected that sons necessarily will like the same things their fathers do. The essence of a hobby is that it shall express something of the originator's individuality. Interest should arise from the child himself, not from someone else.

Question—How can I get a sixteen-year-old girl who has never had to take responsibility to do so?

If you can find and begin with something she likes to do, something in line with her tastes and interests, your difficulty will be less. If she hasn't had to bear responsibility in the past, she hasn't had an opportunity to develop a feeling of pride in her ability to do so. If her introduction can be made pleasant, her learning will be speeded up. Perhaps she could first be given the duty of having the table always set in attractive fashion; that might lead gradually to her taking charge of the linen, helping with mending, taking some responsibility for the care of the younger children's clothes. Or, if her interests do not lie at all in that direction, she might be given some duties in connection with buying for the family. To provide as much variety as possible in fruit and vegetables on a limited amount might prove stimulating. Girls love to shop, and being given responsibility for buying stockings, underwear, etc., for younger children might arouse an interest in using money economically. Remember not to make the first responsibility too heavy or monotonous!

(This department is conducted by Marion L. Faegre, chairman of the Committee on the Exceptional Child, N. C. P. T., to help parents solve problems of child care and training. Address queries to Mrs. Faegre at the Institute of Child Welfare, University of Minnesota, Minneapolis.)

FACTS ABOUT MOTION PICTURES

By CATHERYNE COOKE GILMAN

What responsibilities have the local and state organizations for better film entertainment?

The local and state associations should each have a Motion Picture chairman whose task it is to establish a contact with federal and state departments of government, the state universities, and other institutions having films for distribution. They should organize distribution circuits through parent-teacher associations so that each district may have the opportunity to direct and to control the film entertainment for the children of the community.

Does the National plan limit the field to educational films?

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No. The National plan lists three projects: education, recreation, and legislation.

1. Educational or instructional films for use in

2. Recreational or entertainment films for use

in the community.

3. Legislation to provide for the supervision of the selection and treatment of subject material used in film production and for the regulation of the trade practices used in film distribution.

Are the available independent films mechanically satisfactory?

The older productions are not all mechanically good and should not be used when they are not, but the new productions are being made with the best mechanics and the most approved techniques.

Are the available independent films socially satisfactory?

The older films are not all satisfactory and they should never be shown when they are not. The newer ones are being produced by socially sensitive producers and can be purchased singly and upon merit.

Is it dangerous to use films without fireproof booths?

If the films are on inflammable stock they should never be used without all of the safety devices required by the laws of the state for protection.

January, 1934

Can 16 m.m. films be used without a fireproof booth?

All narrow film stock on which 16 m.m. films are made is safety stock. This is true in this country and in foreign countries. It may be used safely without a booth and by an inexperienced operator.

Why do good pictures not pay?

They do. That is propaganda, a bromide for the unthinking to repeat.

Can the theater managers vary their selection of pictures according to their own estimates of the motion picture taste of their patrons?

Mr. P. S. Harrison, editor of "Harrison's Reports," published in the interests of exhibitors, says, in the May 6, 1933, issue, "No exhibitor can buy only a portion of a producer's product; he must buy all or none. Consequently he is compelled to show everything he buys.

* Nowhere in the contract is there a provision giving the exhibitor the right to reject any pictures 'not selected by the Hays Previewing Committees,' or any of those the exhibitor thinks will offend the moral sensibilities of his customers."

What is blind booking?

Blind booking is a system of contracting for a picture or a group of pictures which have not been produced and which consequently cannot be previewed or even reviewed before they are purchased.

If parents attend motion picture theaters with their children will it avoid the harm done by unwholesome pictures?

Children can see and hear the unwholesome incidents and conversation in pictures with parents beside them. They are very likely to assume that parents approve or they would not permit them to attend. If parents take them home on provocation the child's curiosity has been stimulated and he or she will watch an opportunity to satisfy it. The advice to shop around and select, together with the admonition to attend with their children comes from the box office, not from the desire to protect children. Avoid patronizing any entertainment place with a reputation which requires previewing before children and youth may safely enter.

CONSULTATION SERVICE

Life Membership—What is the advantage of being a life member of the National Congress of Parents and Teachers? Does this membership carry voting privileges?

National life membership is an honor and an opportunity rather than an advantage. It links one's name for life with the organization and stimulates a continued personal interest and pride in the growth and development of the Congress program of service for the care and protection of all children. The privileges include the personal gratification of being identified with the organization; the receipt of interesting and informing notices and printed material from time to time; and the eligibility to wear the National life membership key and to be listed on the National life membership roll. National life membership does not include voting privileges. See the "Membership" leaflet, pages 6 and 7; and National "By-Laws" leaflet, Article X, Section 3.

Filling Vacancy—The president who was elected by our P. T. A. for 1933-34 died. What procedure should we use in electing a new president?

Consult your by-laws for procedure for filling vacancies in office. If the by-laws do not include a ruling, the vacancy may be filled at any regular meeting in the same manner as at the annual meeting, providing due notice of the election has been given. Suggested by-laws for local P. T. A.'s may be found on pages 41 to 45 in the National "Handbook."

Publicity Recordbooks—We want our publicity recordbook for this year to be among those selected to send for exhibit at the National Convention. Last year we tried to follow the rules, but our book was not selected because it contained too much extraneous material. Just what are the main points desired in a P. T. A. publicity recordbook?

The publicity recordbook should contain only publicity material about the organization. This material should be collected and arranged each month in logical order, as it is issued and mounted. In general, the book should be neat and attractive and have a strong, serviceable cover. Many states require a uniform cover of standard size. Each state Congress sets up its

own requirements for recordbooks exhibited at the state convention.

Other qualities desirable in a publicity recordbook are: good inside publicity, good follow-up stories, emphasis given to special events, use of photographs which have been published, evidence of utilizing available publicity channels, identification printed on front cover, brief summary of facts and general information about the association on front page or inside front cover, and a correlating of National and state news with local publicity. See the Publicity Manual for complete directions for making a publicity recordbook.

Official P. T. A. Flag—Is there a P. T. A. flag which we could display in front of the school on the day of the P. T. A. meeting?

There is a flag design which has been approved by the Board of Managers of the National Congress as the official Congress Flag to be used by state branches, districts, councils. and all Congress units. The "made-up" flags are not available at the present time. A mimeographed sheet giving a diagram and directions for making the flag will be sent from the National Office to Congress units, on receipt of 3 cents postage. The design consists of a gold and bronze oak tree emblem in the center of a field of turquoise blue.

P. T. A. Publicity in Rural Communities— Our three-teacher school has a P. T. A. but we are fourteen miles from the nearest small town. We have no newspaper or radio station, the use of which is recommended in suggestions on publicity. How can we reach the parents who live three or four miles from the school?

Appoint a visiting committee to go to see the parents who do not come to the P. T. A. meetings. A telephone squad may be appointed to tell them about meetings and to arouse interest in P. T. A. activities. With the approval and cooperation of the teachers, children may write letters and deliver them to their parents, telling them about meetings and activities which need their support and they may make colored posters showing P. T. A. projects that will interest them. A parent-teacher rally at the school building, with a picnic supper, will arouse much interest. Read the National Congress "Publicity" leaflet.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe. Field Secretary, and of Mrs. Grace M. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

CONCERNING CONTRIBUTORS

Jean Francois Millet was a French artist who lived from 1814 to 1875. He is well known for his paintings of scenes of everyday life in the France of that day and for his landscapes.

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Kenneth E. Appel, M.D., holds several important positions. He is Assistant Professor of Psychiatry at the Medical School of the University of Pennsylvania, and Assistant Psychiatrist to the Hospital of the University of Pennsylvania. In addition, he is Psychiatrist to the Institute of the Pennsylvania Hospital, Chief Psychiatrist of the Neuro-Psychiatric Pay Clinic of the Pennsylvania Hospital, and Consulting Psychiatrist to several education institutions. He is the co-author of two books and has written numerous articles on nervous and mental diseases and on behavior disorders of children.

Florence Barnard holds a unique position in the field of education: She is the first Manager of Economic Education throughout a public school system. As the result of fifteen years of study and five years of practical experimentation in the Brookline, Massachusetts, schools, she has evolved a "money management method" for the use of parents, teachers, and children. This method enables both child and grown-up to practice managing on whatever allowance or income is available and to experience the satisfaction of learning and improving by doing. Miss Barnard's work is attracting nation-wide attention because of its unlimited possibilities for contributing to human betterment.

Martha Pratt Haislip has the happy faculty of turning her experience with her own four children to good account for the help of other parents. She lives in Lumbersport, West Virginia, where her husband is a mining engineer. Besides writing, she devotes her time and interest to antique furniture, old glass and silver, and her garden. She hopes to go into politics when her children are grown, in order to promote her two great interests—one of which is peace.

Gertrude White was for a time one of the editors of *Poetry World*. She is from Holyoke, Massachusetts, but now lives in New York.

Sidonie Matsner Gruenberg has for years been active in the Child Study Association of America, of which she has been a director since 1921.

She is a consultant in parent education at the Child Development Institute of Teachers College, Columbia University, and a member of the advisory boards of the American Social Hygiene Association and the Junior Literary Guild. She has a well deserved popularity as the author of many magazine articles and books on the subject of child care and training, and as a lecturer in this field.

Revah Summersgill lives in Bedford, Ohio. She is the happy mother of a boy and a girl, and naturally is interested in parent-teacher work.

Alida C. Bowler, Director of the Delinquency Unit of the United States Children's Bureau at Washington, and chairman of the Committee on Juvenile Protection, N. C. P. T., is a graduate of the University of Illinois. Among the many positions in related work which Miss Bowler has held are: Psychologist, Ohio Bureau of Juvenile Research; overseas service, American Red Cross, in France and Roumania; Director of Public Relations of the Los Angeles Police Department; Research Assistant for the National Commission on Law Observance and Enforcement.

Mabel K. Raymond is acting chairman of the Founders Day committee, N. C. P. T., which Mrs. David O. Mears established and of which she is chairman. Mrs. Raymond is a former president of the Michigan Congress of Parents and Teachers and is a constant worker in the parent-teacher movement. She is the wife of Judge Fred M. Raymond and lives in Grand Rapids.

START PLANNING NOW

TO BE IN DES MOINES, IOWA, MAY 13-19, 1934

Why? To attend the Thirty-Eighth Annual Convention of the National Congress of Parents and Teachers.

It will be a banner convention. Des Moines is already making extensive plans for this occasion.

Watch CHILD WELFARE MAGAZINE for further announcements.

January, 1934

Coming in February

Our Debt to Our Children

MARGARET SLATTERY

A discussion of what the home and the community owe to the child and how they can pay their debt.

How Health Affects Personality

SAMUEL W. HARTWELL, M.D.

A doctor's idea of how health and contacts with physicians affect children's characters and personality development.

Dividends on Disagreement

J. McBride Dabbs

An explanation of how children may be helped by listening to and taking part in family discussions involving differences of opinion.

FOR MATERIAL

About the Preschool Child

Turn to pages 250, 256, 274

About Elementary School Children

Turn to pages 233, 241, 250, 253, 256, 258, 274, 276

About Older Boys and Girls

Turn to pages 227, 233, 237, 241, 252, 253, 258, 274, 276

For Parent-Teacher Units

Turn to pages 227, 252, 253, 254, 263, 267, 270, 272, 277, 278

Concerning All Children

Turn to pages 228, 233, 242, 244

12,295 SUBSCRIPTIONS

RECEIVED DURING MAGAZINE MONTH-NOVEMBER

During November, 1933, the branches in the various classes forwarded subscriptions to the Parent-Teacher Magazine, Child Welfare, as follows:

CLASS A		CLASS B		CLASS C		CLASS D	
Illinois		Texas		Kansas	305	Wisconsin	255
Pennsylvania .	862	Missouri		Florida	267	Oregon	254
Ohio	845	Iowa		Arkansas	185	North Carolina	246
New York	842	Indiana		Minnesota,	180	Kentucky	184
New Jersey	841	Colorado		Washington	169	Alabama	99
California	568	Michigan		Tennessee		Nebraska	
		Georgia				Massachusetts .	69
CT ACC D							
CLASS E		CLASS F		CLASS G		MISC.	
Oklahoma	272	CLASS F South Dakota	156	CLASS G	134	MISC. Nevada	2
			156 65		134 109	Nevada	3
Oklahoma	243	South Dakota Mississippi	65	Idaho Montana		Nevada U. S. P	3
Oklahoma Connecticut	243 145	South Dakota	65 54	Idaho	109	Nevada U. S. P Canada	3 2
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